

SEND Information Report 2018-19

Dixons McMillan 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.

Flexibility, timely intervention and high quality differentiation are key to the success of all students and the academy understands that some children will need additional and/or different in order to achieve equal quality of education and experience.

Provision for students with SEND is co-ordinated by Ms Lara Tizard (SENCo), who leads the Mountain Support department and provision for vulnerable students across the Academy.

The SENCo can be contacted via e-mail; ltizard@dixonsma.com

Alternatively the SENCo can be contacted by ringing the academy 01274 424350 and asking to speak to Mountain Support.

Frequently Asked Questions	Dixons McMillan Academy Response
What kinds of SEN that are provided for?	Dixons McMillan Academy strives to cater for all students' special educational needs through well designed whole school systems and quality first teaching.
What are the policies for identifying children and young people with SEN and assessing their needs?	<p>For an overview of how special educational needs are managed at the academy, including an explanation of Education, Health and Care Plans and the SEN support system, please refer to the Inclusion Policy.</p> <p>For a detailed summary of how special educational needs and disabilities are met, as well as an overview of how the range model is applied at the academy, please refer to our academy offer:</p>
What are the arrangements for consulting parents/carers and children with SEN and involving them in their education	<p>One of the key drivers at the academy is employability. We strive to support and prepare all scholars in preparing for their future ensuring they are successful in any field they should choose to go into.</p> <p>The SENCo is responsible for consulting and liaising with parents of children with SEND. Opportunities for parent/carer contact are incorporated into each learning cycle, this could take the form of a meeting, phone call or report.</p> <p>Parents can contact the academy and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child's provision.</p>

Mountain Support Profiles offer a person and provision-centered holistic approach to support SEND as advised by the SEN Code of Practice (2014). The purpose of these profiles is to inform planning for quality first teaching which is at the heart of provision for students with SEND at the Academy and identify student centered targets related to their SEND.

In addition to these meetings, students with an EHCP have their needs reviewed annually via a multi-agency review meeting which is chaired by the SENCO. As part of this process, the SENCO collects information on the progress of the student, their needs and provision from all involved parties, including the student.

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What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

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 SEN which may not have been identified at primary school. The assessments, are administered at the beginning of Year 7

- New Group Reading Test (NGRT)
- Single Word Spelling Test (SWST)
- Dyslexia Screening

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 SEN. The same process is applied for students who are admitted to the Academy other than at the beginning of Year 7.

	<p>As a matter of course, we will put intervention in place for all students who enter the academy below a score of 95 in English or Maths whether or not this is the result of a Special Educational Need. This will primarily be based on a combination of the McGraw-Hill and Lexia intervention programmes.</p> <p>In line with the three learning cycles, progress of all scholars will be reviewed in order to track, review and analyse support put in place to ensure all scholars are making progress.</p>
<p>What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>The academy drivers and values strive to support every scholar in climbing their mountain to university or a real life alternative. In order to do so we endeavour to ensure that the curriculum is robust and appropriate for every scholar. All scholars including SEND scholars will receive independent advice from 'Prospects' regarding their KS4 pathway which will be appropriate to their needs.</p>
<p>What is the approach to teaching children and young people with SEN and how are adaptations made to the curriculum and the learning environment?</p>	<p>The academy believes in inclusion for all and the curriculum is designed with this in mind.</p> <p>The main way in which every students learning needs are met is through quality first teaching and a broad, balanced, relevant and differentiated 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 differentiation and intervention, which meets their current learning needs.</p> <p>Each cycle also includes the opportunity for students to work independently on a stretch research project of their own choosing.</p> <p>In order to ensure a high quality learning experience for the most vulnerable learners the students are set according to ability for English and for maths and these groupings are flexible on a cycle by cycle basis.</p> <p>Groups 4's lessons in English, maths, science and the humanities are double staffed with teachers where possible. This allows teaching teams the autonomy to design a curriculum appropriate to the needs of their learners. This could take the form of splitting classes to allow for smaller class size or maintaining a whole class in order to allow for break out teaching, or small group learning as and when required.</p>
<p>How is the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured?</p>	<p>The academy reflects a practise culture for all, providing weekly targeted CPD and daily practise opportunities during morning briefing, for all teaching staff. This is done to ensure the needs of all students are met in all lessons.</p> <p>All new staff take part in a comprehensive induction programme.</p> <p>Staff have access to a range of support documentation including the SEN register, individual Mountain Support profiles and the results of any placement tests.</p>

	<p>External agencies provide training as and where required in order to meet the additional needs of any child in the academy.</p> <p>All staff are supported by the SENCo in ensuring they have the expertise, knowledge and understanding needed to support the scholars in their learning environment.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>Progress and attainment for all scholars is assessed three times per year as part of the highly effective cycle of teaching and learning. At this time provision is reviewed, and intervention put in place, for any student who has not made expected progress in that period of time.</p> <p>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.</p>
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>Inclusion is at the heart of the academy.</p> <p>We do not believe in withdrawal. All students are catered for in the learning activities planned by their teachers.</p> <p>All scholars are given the autonomy to choose their own co-curricular elective and enrichment activity. To ensure that all scholars are provided with a rich cultural capital there are a wide variety of activities ranging from theatre school to golf.</p>
<p>What support for ensuring emotional and social development is provided?</p>	<p>The academy has a strong values driven culture ensuring the development of all scholars' social and emotional needs.</p> <p>The students are supported through;</p> <ul style="list-style-type: none"> - The advisory system – small pastoral groupings for registration - DEAR (reading) - PDS – Personal Development Studies (PDS) - Family dining provides a fully inclusive environment where all members of the academy eat together <p>The Mountain Support is comprised of a team of professionals in place to support the needs of all SEND scholars, including any bullying concerns.</p>

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

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 Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

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 Dixons Multi-Academy Trust, details of which can be found by following the link below:

http://www.dixonsma.com/images/PDF/Policies/Complaints_procedure_-_Jan_2015.pdf

Support in the resolving of 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://localoffer.bradford.gov.uk/Content.aspx?mid=29>