

## SEND Information Report (2023-24)

### Introduction

At Dixons McMillan Academy, we believe that the entitlement to a broad, balanced, relevant and tailored curriculum is a right for all and should not be constrained by age, gender, race, physical disability, special education need or vulnerability. This entitlement should be delivered by trained personnel, committed to 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. Equity of opportunity, thoughtful and effective assessment and testing, parental 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 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 whilst appreciating that not all students will already have the ability to meet them without support and structure.

At Dixons McMillan, Mountain Rescue is made up of the Assistant Vice Principal for Inclusion, Special Educational Needs Co-ordinator (SENDCo), a team of Mountain Rescue Mentors, a Safeguarding and Wellbeing Officer and the Academy Nurse. Mountain Rescue provides a holistic approach to meeting the needs of all students at the academy. The Mountain Rescue team replaces a number of departments that would be found within a traditional school structure; SEND, medical / first aid, pastoral, behaviour, and safeguarding. This ensures a joined up approach to meeting the needs of every child.

The Mountain Rescue team can be contacted by calling the academy number (01274 424350) and asking for any of the following people either by job title or by name:

<b>Head of KS3</b>	Mrs C Swain
<b>Head of KS4</b>	Miss L Griffin
<b>Head of Year 11</b>	Miss S Jordan
<b>Associate Senior Leader</b>	Mrs S Sharif
<b>Pastoral Leader</b>	Mrs V Cahill
<b>Pastoral Leader</b>	Mr T Shah
<b>Assistant Vice Principal for Inclusion</b>	Mrs C Richmond
<b>SENDCo</b>	Mr J Wilson
<b>Mountain Rescue Team</b>	Miss N North Miss A Malik Mr T Shah
<b>Safeguarding and Wellbeing Officer</b>	Mrs P King
<b>Academy Nurse</b>	Mrs A Butterfield

The Mountain Rescue team is committed to developing a truly inclusive school ensuring that everyone feels welcome, and everyone succeeds. We recognise that any student may require the support of the Mountain Rescue 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 McMillan's drivers of autonomy, mastery and purpose, and our core values of resilience, integrity and courtesy. 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 McMillan, 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 of provision. 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 succeed.

## **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 courtesy are at the heart of everything that we do; we give 100% every day, play by the rules and do what we say we are going to do. Calm corridors, exceptionally high expectations for behaviour, the advisory system, and family dining, amongst other things, ensure a safe and supportive experience for all students without the need for additional or different for vulnerable learners. Mountain Rescue is there for all students. Further information on our values and culture can be found on the academy website: [www.dixonsma.com](http://www.dixonsma.com)

## **Inclusive curriculum, teaching and learning**

All our students are treated as individuals and we have in place a well-planned curriculum that allows students to access appropriate courses and support to meet their needs. Members of staff use a range of strategies and resources to ensure work is planned and delivered at a level that meets the learning needs of all students through an increasingly personalised curriculum. Support staff are deployed, as appropriate, to support SEND students in successfully accessing the curriculum. SEND students are withdrawn from lessons for intensive support where necessary.

Dixons McMillan Academy is committed to providing a curriculum that will prepare students for the opportunities, responsibilities and experiences of adult life and meet the aims of the Academy Mission Statement. The aims of our curriculum are to:

- maximise student progress in all areas, regardless of ability, disability, gender or race
- foster successful learners who enjoy learning, make progress and achieve
- encourage confidence in our students so that they are able to live safe, healthy and fulfilling lives
- ensure that our students become responsible citizens who make a positive contribution to society
- ensure that students develop the essential skills for learning, life and employment by incorporating personal, learning and thinking and functional skills into their curriculum offer
- encourage students to develop the skills needed for employment by including opportunities for business challenges and applied learning in real contexts
- ensure students have high aspirations, high self-esteem and accept responsibility for their learning
- offer students the opportunity for moral and spiritual reflection in order to promote positive emotional health and confidence. We do this by offering a personalised curriculum, which is broad, balanced and coherent.

More information about staffing and timetabling can be found in our Family Handbook <https://www.dixonsma.com/admissions/family-handbook>

## **Exam access provision and support**

The Academy abides by JCQ regulations in the provision of exam access arrangements and their administration. Students requiring exam access provision will be monitored and assessed. The Academy will apply for the appropriate access arrangement and in line with the student's normal way of working.

Students with identified SEND will receive the required support when accessing assessments and exams.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial
- considering if substantial adverse effects are long term
- judging the impact of long-term adverse effects on normal day to day activities

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition:

<http://odi.dwp.gov.uk/docs/wor/new/eaguide.pdf>



The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010 (Study and education related activities are included in the meaning of 'day to day' activities.)

## **Staff training, SEND training and updates**

Teaching staff access a programme of CPD throughout the year that addresses the key priorities of the school. Training on the needs of individual SEND students forms part of this training. The Mountain Rescue department consists of a group of skilled individuals who are trained to support SEND students and meet their individual needs. Members of staff are trained to lead on specific areas within SEND and their skills are focused on advocating and supporting the Academy to develop their knowledge and understanding further.

There is considerable investment in providing Academy staff with CPD which equips them with the skills and knowledge to differentiate and meet the needs of students with SEND, as part of normal classroom practice, through Wave 1 interventions and quality first teaching.

At Dixons McMillan Academy we provide staff training every Tuesday, Thursday and Friday morning. We also provide further training to our staff on meeting individual needs on data and planning days. This allows whole school training and departmental training opportunities for staff to develop their SEND knowledge and understanding. Staff receive regular student welfare updates in staff briefing and via emails from the SENDCo and the Assistant Vice Principal for Inclusion.

## **Working with external agencies and specialist support teams for students with SEND**

As a school, we work with a range of partners, including the local authority, to ensure that our SEND provision is robust. We work with the SEND team in Bradford City Council to address the needs of individual students and to support their families. If the SENDCo feels that the Academy is not solely able to provide for the SEND of an individual student, they will request advice from the local authority support service or other relevant body. For example:

- Health and social care agencies including the School Nursing Team and Children and Adolescent Mental Health Services (CAMHS)
- Virtual Schools
- CSE Hub (through social care)
- Safeguarding team
- Educational Psychology team
- Autism support team
- Parent partnership
- Educational Social Work service
- Speech and language therapy (SALT)
- Youth Offending Team (YOT)
- Voluntary sector organisations
- Counselling services
- Local PRUs
- Alternative Providers
- Behaviour & Attendance Collaborative
- National Association for Special Needs (NASEN)
- High incidence team
- 0-25 inclusive education service

If you have any questions about the way in which the Academy works with other bodies please contact the SENDCo who will be able to direct you to the relevant member of staff to answer your query.



## Frequently asked questions

### **How are the different types of additional need and disability provided for at Dixons McMillan? 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 high quality 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 an overview of how Individual Needs are managed at the academy, including an explanation of Education, Health and Care Plans and the Student / SEN support system, please refer to the Individual Needs policy which can be found on the academy website <https://www.dixonsma.com/about/policies>

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, 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 the SENDCo by calling 01274 424350 and asking for the SENDCo.

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

Progress and attainment for all students is assessed two 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?**

One of our key drivers at the academy is autonomy and we support and empower students to increasingly direct their own lives, including their education, by giving them the tools to be successful now and in the future. Student voice activities are conducted throughout the year and students are encouraged and supported to share their opinions. Parent / carer / family 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 family feedback meetings. Families 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. 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 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 are visited at their primary school and additional transition events are planned to support their transition. Student information sheets are completed by the primary schools and received by the academy towards the beginning of the summer term. There is one transition day for all secondary students at the beginning of July each year and an additional day for those with identified additional needs. 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.

Senior members of staff interview every student at transition from KS3 to KS4 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.

At Dixons McMillan, we recognise that the transition from KS4 to KS5 is just as important as the transition from primary school. Throughout KS4, there are a number of opportunities for students to prepare for and engage with a range of Post 16 provisions so that an appropriate KS5 pathway is sought for all. This can also include: visits to Post 16 provisions, personalised transition planning for students with SEND and Personal Development Studies programmes of study delivered to all students focusing on planning for Post 16.

### **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, coaching, and the weekly progress briefings that take place on a morning. In addition to this, the SENDCo and Mountain Rescue 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.

<b>INIP</b>	<p><b>IN INCLUSION PLAN</b></p> <p>Similar to the Individual Education Plan (IEP), this document outlines holistic targets that can support planning and ensure a whole-school approach to meeting the needs of vulnerable students.</p>
<b>INIS</b>	<p><b>IN Inclusion Strategies (Map)</b></p> <p>These documents list students by need type and outline a range of strategies for inclusion as well as a brief description of the need and where to get additional information or support, if required.</p>
<b>IHCP</b>	<p><b>Individual Health Care Plan</b></p> <p>The IHCP 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.</p>

**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 Bradford Local Offer at: <https://localoffer.bradford.gov.uk/>

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

At Dixons McMillan, the socio-emotional developmental needs of the students in the secondary phase are supported through the advisory system – small pastoral groupings for registration, DEAR (reading), and PDS – Personal Development Studies (PDS), family dining, the values driven culture, and the behaviour for learning policy. In addition, Mountain Rescue provides a drop in service for all students where they can discuss anything that is concerning them and receive the support that they need.

For those students who need extra support, social communication sessions are available on four afternoons a week, teaching students basic skills such as turn taking and self-regulation. 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 and the Behaviour for Learning policy: <https://www.dixonsma.com/about/policies>

**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: <https://www.dixonsma.com/admissions/admission-policy>

**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 high quality teaching. The Mountain Rescue 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 SENDCo, or a representative of the Mountain Rescue 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?**

Please let us know at the first available opportunity! 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 the link below:

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

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://localoffer.bradford.gov.uk>

