

SEND Information Report 2026/27

Dixons Trinity Academy

Responsibility: Tanzina Nore

Last updated: Thursday, 24 September 2026

SEND Information Report

Introduction

At Dixons Trinity, we believe that the entitlement to a broad, balanced, relevant and adaptive 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. 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 Choose an item., students are supported by...

Key contacts

Head of Year 7	Maryam Kapree
Head of Year 8	Qudeer Ahmed
Head of Year 9	Alex Gbrowski
Head of Year 10	Hamza Latif
Head of Year 11	James Cook
Assistant Vice Principal and Designated Safeguarding Lead	Bradley Russell
Assistant Vice Principal for Culture	Matthew Broadbent
Acting SENDCo	Tanzina Nore
Mountain Rescue Mentor Team	Mohammed Ilyas (Senior Mentor) Zarfishan Jabeen Amanda Jeffs Numair Khan Paula Newsome Megan Sutcliffe

The Mountain Rescue department is committed to developing a truly inclusive school by ensuring all Dixons Trinity Academy students are able to climb their mountain to university or a real alternative, thrive in a top job and have a great life. We do whatever it takes for as long as it takes to ensure students reach their full potential. We recognise any student may require the support of the Mountain Rescue department 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 Dixons Trinity Academy's drivers of autonomy, mastery and purpose, and the core values of hard work, trust and fairness. We work closely with academic departments, school leadership, outside agencies, families and the students themselves 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 Trinity Academy all aspects of learning and 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. Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. True inclusion means equality, and equality in education means an equal quality education and experience for every student. This cannot be achieved through segregated services, non-specialist and / or unqualified teaching, or acceptance of inferior outcomes for certain individuals or groups.

We cater for a broad range of needs and disabilities that includes, but is not limited to, Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social Emotional and Mental Health Needs (SEMH) including ADHD, ADD and Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).



QUICK LINKS	Staffing and timetable	Assess Plan Do Review	Outcomes
Values and culture	Identification of needs	Collaborative working	Feedback and complaints
Teaching and learning	Additional and different	Successes and next steps	FAQ

Values and culture

Dixons Trinity Academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of hard work, trust, and fairness 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. Silent corridors, exceptionally high expectations for behaviour, Team Around A Year Group, 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. Mountain Rescue 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 our website, www.dixonsta.com

Teaching and learning

1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 0-25 (DfE / DoH, 2015)

The main way in which every student's learning needs are met is through adaptive teaching and a broad, balanced and relevant curriculum. There are three learning cycles per academic year, each using the assess, plan, do, review format to ensure every child is receiving an education, including differentiation and intervention, which 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. Parents or carers of any student can request an additional phone or face-to-face conversation with a member of teaching staff at any time or request a meeting with a member of the HoY team or SLT (including Katie Welham, VP).

Staffing and timetable

In order to ensure a high-quality learning experience for the most vulnerable learners, the timetable is differentiated to allow a more focussed and tailored learning experience for students who need it. The students are grouped according to attainment for English and for Maths and these groupings are reviewed on a cycle-by-cycle basis. As well as a Whole Year Group lecture for English and Maths, all groups have four lessons of English and four lessons of Maths per week. The Whole Year Group lectures allow students to experience university-style delivery in core subjects and are delivered by subject specialists. Some students from group 5 may also withdraw from Whole Year Group lectures to complete a more intensive programme of English and Maths. Groups 1 – 4 are made up of 30-40 students, whereas Group 5 may be split for English and Maths to cap the student numbers at 20. In addition to this, group 4 in years 10 and 11 benefit from flexible grouping in the core subjects by subject specialists. This allows for various forms of flexible grouping including smaller class sizes (by splitting the class) and small group /1:1 work as appropriate, without compromising those students' access to high quality teaching.

Identification of needs

There are a range of ways in which a student may be identified as having additional needs. For many students, this happens during their transition to the academy through liaison with their parents or carers, with their primary (or previous) school, and by receiving information from other professionals including the Local Authority SEND team. For some students, their needs are identified after they start at the academy. This could be based on teacher observation, in-class assessments and book work, or concerns raised by parents or carers or by the student themselves. In addition, a report or referral may be obtained from an external professional. In these situations, we are able to provide more in-depth assessment provided by the Mountain Rescue team as well as, where relevant, make referrals to other professionals for more specialist assessment and in some cases diagnoses. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is made on the basis of need only and students do not require a diagnosis for additional and different to be put in place.

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	7	5	1	4	6
	SEN Support	7	5	6	6	9



Cognition and Learning (including MLD, SLD & SpLD)	EHCP	9	0	0	0	0
	SEN Support	0	4	14	15	5
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	1	1	1	0	1
	SEN Support	7	7	10	4	4
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	1	0	1	1
	SEN Support	0	2	0	3	1

Additional and different provision

Although we maintain a focus on offering equality and inclusion as part of the main of everything that we do at the academy, we also recognise some students will need additional and different from their peers in order to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of academy life. All academic additional and different provision is provided by the academic department specialists through employing additional teachers to facilitate small group and individual work and by factoring additional learning time into the timetable. Provision to support students' socio-emotional and personal development is provided through Mountain Rescue and is bespoke to individual students' needs, drawing on the range of expertise we have within the department and through strong connections with local authority and NHS professional teams.

Assess Plan Do Review

At Dixons Trinity Academy, the 'assess, plan, do, review' process follows our whole academy routines for using regular assessment to work supportively and proactively to ensure all students can learn and thrive. There are three cycles of 13 weeks of learning time per academic year. Within each cycle, student progress is assessed and reviewed by week 10 and then staff have two dedicated days of analysing student outcomes and then using that information to plan the remainder of that cycle (mainly intervention) and the following cycle (prevention and provision). For all students, progress is assessed through a combination formal testing, work they have completed in lessons and teacher observation, but for students who have an EHCP (or are in the process of applying for a needs assessment) or have a recent professionals report (for example, from an Educational Psychologist or Speech and Language Therapist) this process is further supported through an Individual Needs Intervention Plan, or INIP. This document breaks their longer-term targets down into medium- and short-term targets along with strategies that can be put in place in the classroom, at break and lunch time, and in other aspects of the academy day. The INIPs are shared at the beginning of each cycle and then all teachers work together to review them after week 10, sharing their feedback with the Mountain Rescue team who update them ready for the following cycle. Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are formal parents' evenings and a weekly SLT drop-in session, but parents and carers can also contact the academy at any time to arrange a meeting with key staff for their child at any time they have a concern.

Students with an EHCP will also have an Annual Review each year where academy staff, parents or carers, and other professionals can review their outcomes and plan for the following 12 months. The whole academy assess, plan, do, review process, along with their INIPs and any other professionals reports that have been written over the course of that year, will feed into the Annual Review and inform the student's long-term targets. The academy, parents or carers, or professionals may also request an Interim Review at any point if there has been significant change or there is any concern or can simply request to meet less formally if they wish to discuss any aspect of the student's needs or provision.

Key Documents

INIP	Individual Needs Intervention Plan A document similar to the more common IEP (Individual Education Plan) that breaks long term outcomes down into shorter term targets and provides a mechanism for sharing and reviewing with teachers.
INIS	Individual Needs Inclusion Strategies Key strategies by need type to support all teachers to manage their classrooms and lessons as inclusively as possible.
INIM	Individual Needs Information for Medical Needs One page summary care plans to support teachers of students with medical needs to plan safely and preventatively, recognising early signs of a medical emergency, and to respond swiftly and appropriately.



Transition

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. All students who receive a place with us receive a home visit as well as being visited at their primary school. The primary school visit is conducted by Mountain Rescue as this will be a key department in ensuring their welfare once they start. Student information sheets are completed by the primary schools and received by us towards the beginning of the summer term prior to the student's transition. There are two transition days for all students at the beginning of July each year which take place at Dixons Trinity Academy and additional transition visits are arranged for vulnerable students. Students with EHCPs, those with a high level of need and students with additional vulnerabilities are asked to attend an extended transition. This consists of additional sessions at the academy with a focus on building positive relationships and providing them with an experience of academy life prior to them starting. 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 INCo may be invited to attend their Year 6 transition Annual Review in order to ensure parent / carers were fully informed of provision that can be made, 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.

Members of staff meet every student at the point where students choose their examined and Co-Curricular routes at the end of Year 9 to ensure a high quality and appropriate 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 them making choices would be a transition review and ensure that the best provision was put in place for the student's future pathway.

Collaborative working with families and supporting agencies

When a student starts at the academy, information is collated via enrolment forms, documentation from the student's previous setting and from parent discussions. At times, other professionals and specialists may also provide any reports they have completed in regards to the student. Whilst at the academy, staff or parents may raise the possibility of a student having a SEND need. At this point, a discussion takes place between the SENCO, trusted adult and the family about any concerns and what actions would be necessary. From this the relevant agencies are contacted for their input and support. A meeting involving all parties is arranged (where this is possible from the professional agency) and the issue and actions are discussed openly. This can differ depending on the agency involved, however, attempts are made to have an initial collaborative discussion with all parties at the first stage, followed by, a collaborative review meeting after any necessary actions have been undertaken.

Successes and next steps 2025/26

Our Acting INCo has had a successful year settling into the role and building meaningful relationships with staff, students and key stakeholders. This experience has enabled DTA to develop greater confidence in leadership, further strengthening the capacity to drive inclusive practice across the academy. There are two next steps for the academy in regard to SEND. Firstly, to build a robust, sustainable mental health package for students as this is a current concern, especially following the pandemic. The academy aims to tackle this issue by increasing the number of agencies students can be referred to for mental health support, working with other professional such as the NHS and training its existing staffing on delivering mental health support. Secondly, a contextual issue facing schools in Bradford, is the shortage of special school places, as well as places in resource provisions. As a result of this, the academy is facing a growing number of high need students. The academy will focus on collaboratively working with the Local Authority, parents/carers and specialist settings to better support the students directly affected by this issue.

Outcomes 2025/26

Overall, students with SEND achieve well at Dixons Trinity Academy, the Attainment 8 score for the Class of 2026, for SEND students was 35.6%, Progress 8 was 0.46% with 30% achieving Grade 4 or higher in English Language and Maths.

Feedback and complaints

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 Dixons Academies Trust, details of which can be found by following the link below: [Complaints-Policy-and-Procedure-SEPT-23-final 2023-11-15-085412 nfeb.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 this link: [Bradford Local Offer | Parent guide to school complaints](#)

Frequently Asked Questions



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

The needs of all students at the Dixons Trinity Academy are met through well designed whole school systems and adaptive teaching. Flexibility, timely intervention and targeted, data-led differentiation are key to the success of all students, and we understand that some children will need additional and / or different in order to achieve equal quality of education and experience. Where additional and / or differentiation is required, we focus on ensuring that it is of equitable quality to the main offer and that each student's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process.

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

Progress and attainment for all students is assessed three times per year as part of our whole academy cycle of teaching and assessment 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 us to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner.

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

One of our key drivers is autonomy and we support and empower our 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 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 parents evening. Parents can contact us 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 INCo will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

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

We work closely with the LA SEND team and specialist teachers to ensure we have the appropriate equipment and facilities to meet the needs of our students with special educational needs. We seek appropriate expert advice when required and always work on the basis of ensuring individualised and small group provision is of equitable quality to the main offer and built into academy life. Where a piece of equipment or facility is unique to a specific student, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

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

Focused staff training and support is crucial to ensuring 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, peer coaching, and the weekly progress briefings that take place on a morning. In addition to this, the INCo and Mountain Rescue 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 our own staff, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists. In addition to this, staff will have practice sessions that focus on particular students and have the opportunity to practice new bespoke techniques for that particular student beforehand.

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

The specific needs of our students are discussed with all staff in induction and throughout the academic year to ensure that teachers are up to date and informed about the students they teach. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up to date, and supportive. The Mountain Rescue team access additional training to support the needs of students with SEND through their key worker roles, which are reviewed annually to ensure that the needs of the current cohort are being prioritised at all times. At present, we have key workers for Autism, for sensory impairment, and a Mental Health Champion. In addition to this, we have a number of part-time professionals who work with us either for a half or full day every week, bringing expertise and specialist input to the Mountain Rescue team. This currently includes a child psychotherapist, a youth worker, a safer schools police officer, and additional educational psychology time.

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 representative from Dixons Trinity Academy attends all Local Authority SEND briefings and receives their regular newsletter updates in order to ensure we are up to date with all available resources, opportunities and requirements. We have built a positive reciprocal relationship with the LA SEND team and Mountain Rescue staff regularly attend the LA SEND team's weekly panel meeting in order to gain an insight into the EHCP, needs assessment and Annual Review processes. An anonymised EHCP needs assessment referral form written by Dixons Trinity Academy staff is currently being used by the LA SEND team as an exemplar for other referrers. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: [Bradford Local Offer | What's On](https://bradfordlocaloffer.org.uk/)

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



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

At Dixons Trinity Academy, the socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. The advisory system (small pastoral groupings for registration), DEAR (daily reading), student leadership opportunities, Family Dining, the values driven culture, and our Behaviour for Learning policy are just some examples of how we support student wellbeing. Mountain Rescue provides a drop-in service that any student can use to access support and guidance from our mentor team or one of our specialist staff, including a youth worker, nurse, therapist, Safer Schools police officer, educational psychologists and an EAL coordinator. All students receive weekly Relationships Equity and Health (REH – sometimes known as PSHE) and more information about this can be found on our website at: https://www.dixonsta.com/uploads/files/dixonsta/REH-and-PDS-DTA-2024-25_2024-10-02-080757_kuof.pdf?v=1727856477

How does the academy ensure that students with additional needs 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.dixonsta.com/admissions/admission-policy>

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

Dixons Trinity Academy has level, ramp or lift access to all areas of the interior and exterior of the building but also understands that access is an ongoing pursuit. Continued improvements to access and safety for our students, staff, and visitors with physical disabilities is informed by student, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Habilitation for Visually Impaired Students auditing team. All staff receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a Personal Emergency Evacuation Plan (PEEP) in place. Full details of our Accessibility Policy can be found on our website at <https://www.dixonsta.com/uploads/files/dixonsta/DAT-SENDAccess-Plan-NEW22.pdf?v=1666011098>

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

The needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy. More detail can be found in the 'teaching and learning' and 'staffing and timetable' sections of this document. Further information can be found in our academy Accessibility Plan: <https://www.dixonsta.com/uploads/files/dixonsta/DAT-SEND-Access-Plan-2023-2026.pdf?v=1708871276>

How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care (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 adaptive teaching. The Mountain Rescue department 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 INCo or a representative of the Mountain Rescue department 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 with colleagues.

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

Parents and carers can contact the academy at any time to discuss their child's needs and provision. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: [Bradford Local Offer | What's On](#) SENDIASS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01274 513300 or at <https://www.barnardos.org.uk/get-support/services/bradford-sendiass>

Support and information for the families of children with SEND can be found by contacting your local SENDIASS service (<https://www.barnardos.org.uk/get-support/services/bradford-sendiass>)

