

SEND Information Report

Responsibility for Review: Head of Mountain Rescue

Date of Next Review: November 2022



SEND Information Report

Introduction

At Dixons Trinity Academy, we believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education need 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 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 Trinity Academy, students are supported by a holistic pastoral department called Mountain Rescue. Mountain Rescue is made up of the heads of year (HoYs), Individual Needs Co-ordinator (INCo / SENCo), Academy Nurse and a team of Mountain Rescue Mentors, and provides a holistic approach to meeting the needs of all students at the Academy. The Mountain Rescue department replaces a number of departments that would be found within a traditional school structure; SEND, medical / first aid, pastoral, behaviour, and safeguarding, as well as others. This ensures a joined up approach to meeting the needs of every child and the whole child.

We do whatever it takes for as long as it takes, when they need it and because they need it.

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:

Dixons Trinity Academy: Key Contacts

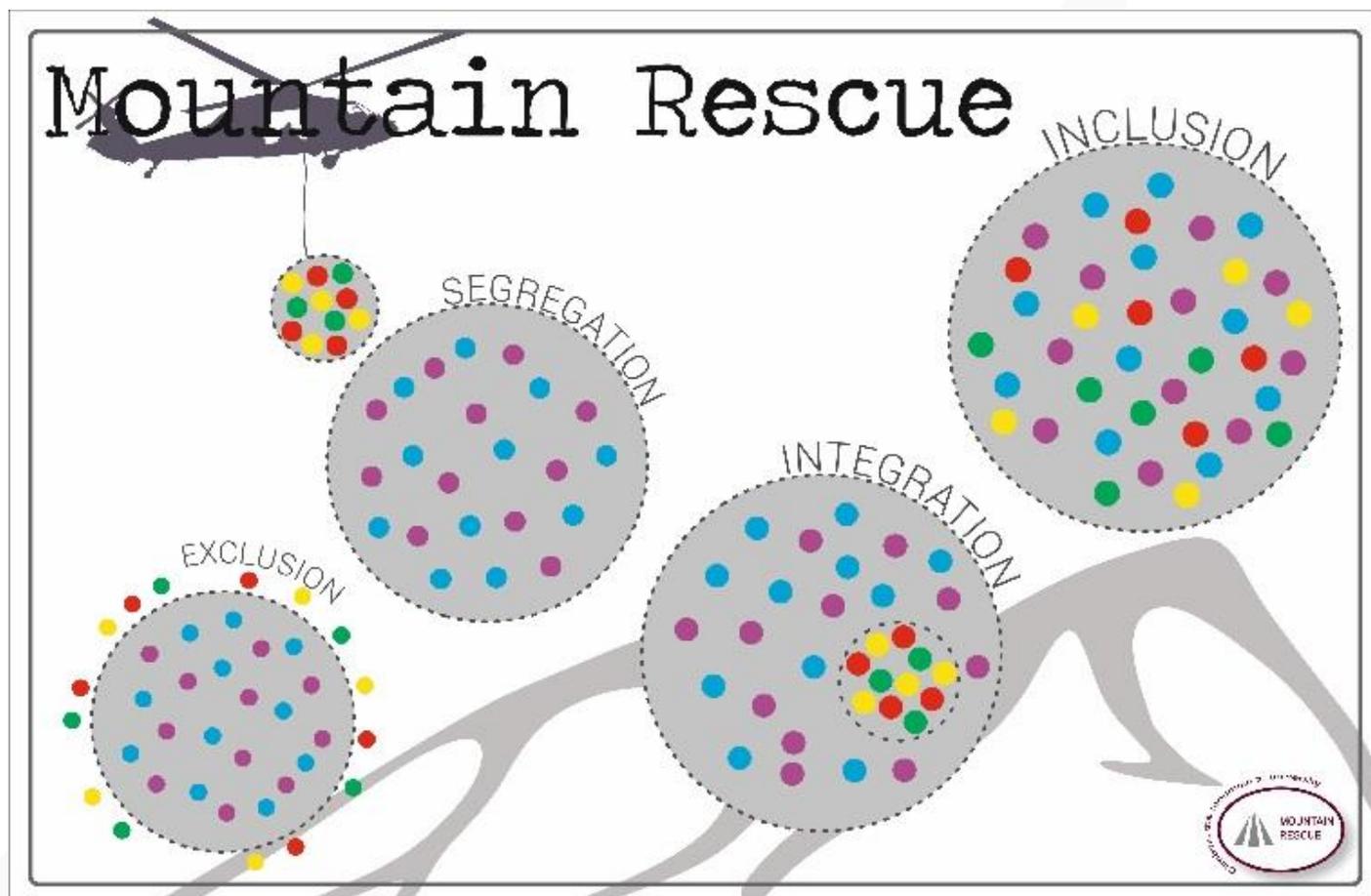
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| Head of Year 7 | Mrs Kat Martin |
| Head of Year 8 | Mr Matt Broadbent |
| Head of Year 9 | Miss Ammaarah Akudi |
| Head of Year 10 | Ms Katherine Vinnicombe |
| Head of Year 11 | Mr Matt Grist |
| Trust Assistant Principal (SEND / safeguarding) | Miss Nicole Dempsey |
| Senior Head of Year / safeguarding lead | Miss Katie Welham |
| Head of Mountain Rescue (SENCo) | Mr Israr Hussain |
| Mountain Rescue Mentor Team | Mr Haroon Khalil Mr Charles Isherwood Miss Megan Sutcliffe Mrs Amelia Dufton-Mariano (EAL Coordinator) Mrs Thelma Vinnicombe (Family Liaison) Mrs Rachael Lyles (Educare) |
| Academy Nurse | Mrs Stephanie Hellowell |

The Mountain Rescue department is committed to developing a truly inclusive school by ensuring that 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 that 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 the Dixon 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.



An equal quality education and experience for all students

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.



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, the advisory system, 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

The main way in which every students learning needs are met is through high quality 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. 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 staff at any time or by attending our weekly SLT drop-in (dates and times can be found in our newsletter).



Staffing and Timetable

In order to ensure a high quality learning experience for the most vulnerable learners, Academy 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. Groups 1 and 2 have four lessons of English and four of maths per week and have additional time for independent projects and a broader curriculum. Group 3 have five each of English and maths whilst group 4 have seven of each allowing for a slower pace and for intervention to be incorporated into timetabled lessons. In addition to this, group 4's lessons in English, maths, science, MFL and humanities are double staffed with subject specialist qualified teachers in order to allow for smaller class sizes (by splitting the class), small group and / or 1:1 work as appropriate, without compromising those students' access to high quality teaching. There is a fluid approach to double staffing within academic departments meaning that an additional subject specialist qualified teacher can be provided for groups 1 to 3 when they would benefit from it and group 4 benefit from learning as a whole class group.

Frequently Asked Questions

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

The needs of all students at the Dixons Trinity Academy are met through well designed whole school systems and high quality 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.

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)

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.

Further information, including our Academy Offer (Local Offer) and policies, can be found on our website, www.dixonsta.com

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 Individual Needs Co-ordinator. 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.

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 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 the children / young people 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 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. 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 – one at Dixons Trinity Academy itself and one at the University of Leeds – 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 INCo would 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.

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.

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 in to 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.

INIP

IN Intervention Planning

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.

INIS

IN Inclusion Strategies

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.

INIM

IN Information for Medical Needs

The INIM 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.

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 everything that is on offer in Bradford can be found in Bradford's Local Offer at:

<https://localoffer.bradford.gov.uk/>

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 Personal Development Studies (PDS – sometimes known as PSHE) and more information about this can be found on our website at: <https://www.dixonsta.com/uploads/files/DTA-What-to-do-PDS-and-RSE.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:

<https://www.dixonsta.com/uploads/files/About/Admissions/DTA-Admissions-2021-22.pdf>

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/About/Document-library/DTA-DMP-Accessibility-Plan-1617.pdf>

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 high quality 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.

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 Dixons Academies Trust, details of which can be found by following the link below:

https://www.dixonsat.com/uploads/files/About/Policies/120445_Complaints_Procedure-2.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>

