

# **SEND Information Report 2023/24**

## **Dixons Broadgreen Academy**

**Responsibility: Martin Eccleshare**

**Last updated: Tuesday, 22 August 2023**

# SEND Information Report

## Introduction

At Dixons Broadgreen, 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 Broadgreen, students are supported by...

### Key contacts

|                                                     |                                                                                              |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|
| Assistant Vice Principal and SENCO                  | Martin Eccleshare ( <a href="mailto:meccleshare@dixonsba.com">meccleshare@dixonsba.com</a> ) |
| SEND Administrator                                  | Angela Beresford ( <a href="mailto:aberesford@dixonsba.com">aberesford@dixonsba.com</a> )    |
| Assistant SENDCo                                    | Lilly Murphy ( <a href="mailto:lmurphy@dixonsba.com">lmurphy@dixonsba.com</a> )              |
| Mountain Rescue Lead: Communication and Interaction | Kirsty Morris ( <a href="mailto:kmorris@dixonsba.com">kmorris@dixonsba.com</a> )             |
| Mountain Rescue Lead: Cognition and Learning        | Michelle Owen ( <a href="mailto:mowen2@dixonsba.com">mowen2@dixonsba.com</a> )               |
| Mountain Rescue Lead: Cognition and Learning        | Hannah Armstrong ( <a href="mailto:harmstrong@dixonsba.com">harmstrong@dixonsba.com</a> )    |
| Mountain Rescue Lead: Sensory and Physical          | Charlotte Franklin ( <a href="mailto:cfranklin@dixonsba.com">cfranklin@dixonsba.com</a> )    |
| Mountain Rescue Lead: Social, Emotional and Mental  | Paula McDonald ( <a href="mailto:pmcdonald@dixonsba.com">pmcdonald@dixonsba.com</a> )        |
|                                                     |                                                                                              |

|                                       |                                          |                                          |                                         |
|---------------------------------------|------------------------------------------|------------------------------------------|-----------------------------------------|
| <b>QUICK LINKS</b>                    | <a href="#">Staffing and timetable</a>   | <a href="#">Assess Plan Do Review</a>    | <a href="#">Outcomes</a>                |
| <a href="#">Values and culture</a>    | <a href="#">Identification of needs</a>  | <a href="#">Collaborative working</a>    | <a href="#">Feedback and complaints</a> |
| <a href="#">Teaching and learning</a> | <a href="#">Additional and different</a> | <a href="#">Successes and next steps</a> | <a href="#">FAQ</a>                     |

## 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, amongst other things, ensure a safe and supportive experience for all students without the need for additionally 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.dixonsba.com](http://www.dixonsba.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)



Our aim is that, by committing to constantly improving and developing our classroom practice, we will be able to meet most needs our students have through our main timetable and routines. This means ensuring that our teaching staff have the knowledge and skills that empower them to teach inclusively, and carefully considering our curricula and classroom practice (including how we adapt our teaching to meet a range of needs, and how we support and intervene when needed), so that children can learn in their classrooms and alongside their peers. For most students, this will enable them to succeed in their education and beyond, but we also recognise that some students will need provision beyond the classroom. High quality classroom teaching and whole academy routines provides the foundation and starting point for all of our students, and we are then able to build on this to provide the targeted group work and specialist, sometimes individualised, provision that some students need. Examples of strategies used by our teachers across all subjects and year groups include (but not limited to): visually supported 'learning modes' that enable all students to understand what is expected of them; carefully rehearsed classroom routines for a consistent approach in the learning environment; analysis of class data to identify students requiring in class intervention to close known gaps and weekly CPD based around well-established teaching pedagogy from Doug Lemov's the Teach Like a Champion.

## Staffing and timetable

In order to ensure a high-quality learning experience for the most vulnerable learners at Dixons Broadgreen 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. The Bridge Provision has two groups for Key Stage 3 and Key Stage 4. These are small groups 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

## Identification of needs

Information from primary school, families and 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 SENCO. 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 SENCO.

| Students with additional needs currently on roll                 |             | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------------------------------------------------|-------------|--------|--------|--------|---------|---------|
| Communication and Interaction<br>(including ASC & SLCN)          | EHCP        | 5      | 5      | 0      | 2       | 2       |
|                                                                  | SEN Support | 6      | 11     | 8      | 11      | 10      |
| Cognition and Learning<br>(including MLD, SLD & SpLD)            | EHCP        | 1      | 1      | 2      | 1       | 2       |
|                                                                  | SEN Support | 5      | 16     | 15     | 7       | 15      |
| Social, Emotional & Mental Health<br>(including ADHD, ADD & RAD) | EHCP        | 5      | 3      | 3      | 3       | 2       |
|                                                                  | SEN Support | 5      | 6      | 0      | 9       | 11      |
| Physical and Sensory<br>(including HI, VI & physical needs)      | EHCP        | 0      | 0      | 1      | 1       | 2       |
|                                                                  | SEN Support | 0      | 1      | 0      | 0       | 2       |

## Additional and different provision

Any provision that is additional to or different from our whole academy timetable and routines will be built around specific students' needs and so varies over time and between year groups, but is delivered by experienced practitioners working in established specialist teams within the wider SEND team. The Wellbeing Room is a calm, quiet space where identified students can visit at allocated times of the day to receive support for their needs. This may range from 1:1 work on mental health to small group work from delivered by one of our wellbeing mentors to more bespoke external agency group work from one of our many providers.



The Learning Support Room is a learning spaces where one of our Learning Support Assistants assist identified students. The room operates on a more ad hoc basis, whereby students can drop in if feeling stressed, anxious, or just in need of some time alone, providing them with a vital break and safe space away from the mainstream setting.

The Hub provides for students that are struggling to access mainstream setting, with a very small class number and supported with extra pastoral support, The Hub focuses on the child's needs and interests in a nurturing way that can help them build up their trust and confidence again.

In addition to the above the SEND team can provide a range of other support and intervention based on individual students or groups within the academy's needs, for example Lexia (literacy intervention), support with equipment such as coloured overlays or hearing aids, access to word processors, and 1:1 support either in lessons or for individualised intervention outside of the classroom.

## Assess Plan Do Review

Our 'assess plan do review' processes are embedded into our whole academy routines and day to day practice, with SEND students prioritised in order to ensure their provision and support is effective. All staff are aware of students' individual needs through the INIS documents and regular, child-centred CPD. Students with SEND are prioritised in department and class level intervention planning, ensuring they are considered first for interventions and opportunities, and that the strategies they needed are embedded in classroom practice. The SENCO and SEND team maintain an overview of SEND students' academic outcomes, attendance, behaviour and access to opportunities, and will intervene and advocate at the first opportunity when needed.

For any student accessing a specific intervention or provision, for example Lexia or 1:1 support in the Wellbeing Hub, a clear baseline is established and the beginning of their involvement and progress is measured both within the intervention and how it impacts on the student beyond the intervention itself. This will be different depending on the intervention, but could include observation, student or staff voice, analysis of academic outcomes, or improved attendance.

For students with the greatest amounts of 'additional to or different from' provision, including those with an EHCP or in receipt of FFI, their needs will be monitored through an INIP (see below). This enables us to work collaboratively and consistently on their key skills and targets across all lessons and a range of interventions. The INIP ensures that the most current information and strategies are delivered to all staff working with a student, that the student has opportunities to work towards their current targets in different ways and with different people, and that all stakeholders contribute to the review process.

## Key Documents

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INIP</b> | Individual Needs Intervention Planning<br><br>Individualised document detailing the targets and strategies for a specific student, so that all staff can work collaboratively to support the student to achieve their personal priorities for each cycle. Designed to enable teachers and support staff to meet need and provide meaningful feedback in order to contribute to review.                                                                                                           |
| <b>INIS</b> | Individual Needs Inclusion Strategies<br><br>Strategy banks by need type, with lists of students who benefit from the strategies directly as well as links to sources of further information and support for staff. Designed to link directly into whole academy routines and embed inclusive practice into day to day practice for all staff.                                                                                                                                                   |
| <b>INIM</b> | Individual Needs Intervention Medical<br><br>When available, for students with medical needs, a copy of the their NHS Care Plan will be held in school and followed in order to ensure their safety and wellbeing. When the NHS Care Plan is not available, or the student does not have one but the academy and family agrees that a care plan would be beneficial, an INIM will be written. This will be developed collaboratively with families and, wherever possible, medical professionals |

## Transition

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. 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 Broadgreen 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 SENCO would attend their Year 6 transition Annual Review in order to ensure families 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 families 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.

## Collaborative working with families and supporting agencies

Dixons Broadgreen may involve specialists/ professionals from outside agencies to advise them on early identification of SEND along with effective support and intervention methods. Where a student continues to make less than expected progress, despite support and interventions that are matched to the students' needs then the school may consider involving specialists including those from outside agencies. The SENCO can liaise with specialists and outside agencies to ensure the students' needs are met. Outside agencies and specialist services include:

- DAHIT (Deaf and Hearing Impairment Team)
- SENIT (Special Educational Needs Inclusion Team)
- SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Services)
- Education Psychology Team
- Gypsy Roma Traveller Outreach and Inclusion Team
- Social Care Services
- St Giles Trust
- Barca
- STARS (Specialist Teachers Autism Response Service)
- Cluster
- Occupational Therapy
- SALT (Speech and Language Therapy)

To facilitate working with families the SENCO is available to attend all parents' evenings and transition events and in addition to this:

- Phone calls home if any concerns arise
- Parents can contact school at any time with any concerns
- Annual review meetings
- SENCO available to discuss SEN needs
- Head of Years, Class Teachers and Form tutors available to discuss subject specific concern

## Successes and next steps 2023/24

Dixons Broadgreen is striving increase all opportunities for students to improve their outcomes and to live happy and purposeful lives. Last academic year, some of our successes include:

- Increased funding for SEND
- Re-structured SEND team
- Reviewed Provision Overview
- Introduced a new, more robust graduated response process
- Changed our approach to SEND CPD for all staff to be more responsive to the current needs of our students
- Robust review of our SEND Register
- Increased collaboration with external agencies

## Outcomes 2022/23

Several outcomes were achieved within the department last year. We have restructured the SEND department to have LSAs responsible for different broad areas, as identified in the Code of Practice. From the outcomes, Dixons Broadgreen will now develop more opportunities for all staff to directly contribute to the assess, plan, do, review process. Additionally, we will continue to foster strong relationships with families of children with SEND. Finally, from an extensive audit, we will review the deployment of LSA's to increase efficiency and better maximise on their experience and expertise

## Feedback and complaints

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/about/policies>

## Frequently Asked Questions

### **How are the different types of additional need and disability provided for at Dixons Broadgreen?**

At Dixons Broadgreen Academy we recognise that every child is unique and will have varying degrees of need. We work closely with families and external agencies to identify a package of support bespoke to the individual. All student will have access to all aspects of academy life, high quality teaching and immerse themselves in our culture and ethos. Staff use student data to identify areas of strength and plan interventions for areas of development. On a cycle by cycle basis, student's provision is reviewed via the graduated response

### **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 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 students with additional needs 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 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 SENCO 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 specialist equipment and facilities to support students with special educational needs secured?**

We work closely with external agencies and professionals ensure we have appropriate equipment and facilities and to identify any specialist equipment that a child may need. Once identified, the item will be bought and maintained for the duration of need.

### **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, and their feedback will be shared with all staff so that it can be incorporated into their everyday practice. Staff use INIP, INIS and INIM to gain insight and follow suggested strategies as part of the graduated response.

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

Dixons Broadgreen has provided and continues to provide high quality CPD relevant to our setting and delivered to all staff. Where specialist knowledge is required, Dixons Broadgreen will ensure that a designated member or members of staff will undertake relevant training from an established provider.

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

Dixons Broadgreen works closely with the Local Authority and external agencies and their 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. The Local Authority also provides a range of resources and opportunities for staff development and the academy considers these in relation to our current needs and engages accordingly.

Through agreed appointment, specialist teachers and practitioners meet with students on a 1:1 or small group basis or indeed as part of a wider professionals meeting.

Agencies that Dixons Broadgreen can seek support from a listed (but limited to) Collaborative working with families and support services section within this document above.

Further information can be found in the Local Authority's SEND Local Offer <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

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





At Dixons Broadgreen Academy, the socio-emotional developmental needs of the students are supported through the advisory system (small pastoral groupings for registration), the values driven culture, and the Positive Behaviour 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. At Dixons Broadgreen Academy, students are well supported through assemblies, whole-school values and celebration assemblies and through daily contact with their tutor in tutor time. For those students who need extra support, the academy's wellbeing team work closely with students, parents and staff to support the development of social or emotional regulation skills both in groups, 1:1 and external agency group work.

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 Trust anti-bullying policy for more information: <https://www.dixonsat.com/uploads/files/dixonsat/Anti-Bullying-Policy.pdf?v=1657024937>

#### **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: [DBA-Admissions-Appeals-Policy-2023-24.pdf \(dixonsba.com\)](#)

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

Dixons Broadgreen has several internal lifts, which allow any child with a physical disability to access all areas and floors of the school. Where a child has an individual evacuation need, they will have a Personal Emergency Evacuation Plan (PEEP). In addition to the above Dixons Broadgreen offers:

- Accessible toilets to facilitate personal care needs and fully equipped care suite
- EVAC chairs and stair climber available in case of emergency
- Passes to leave lessons early
- Learning Support Assistants provide 1:1 support in lessons if required.
- Variable height tables available
- Access to a range of IT equipment and writing apparatus

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

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

Further information can be found in our academy Accessibility Plan.

#### **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 who are looked after by the local authority, are met through well designed whole-academy systems and high quality teaching. The SENCO 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

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

Families can get in touch with a range of key staff via the schools at [info@dixonsba.com](mailto:info@dixonsba.com) email address. However, if the enquiry is relation to SEND, please email [dba-send@dixonsba.com](mailto:dba-send@dixonsba.com). Support services offered via the Local Authority can be sought from: Leeds Local Offer: <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>.

Support and information for the families of children with SEND can be found by contacting your local SENDIASS service [Liverpool & Knowsley SENDIASS | Barnardo's \(barnardos.org.uk\)](#)

