

SEND Information Report

SENCO: Emma Leftwick

SEN Governor: Mr Mark Harrison

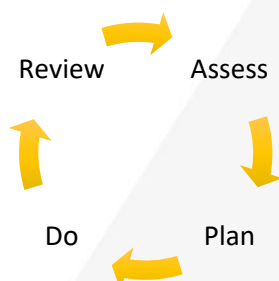
Contact: **0151 228 6800**

Local Offer Contribution: **Local Offer Contribution: This can be found on our school website and the Liverpool Early Help Directory - <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>**

Our Approach as an Academy:

At Dixons Broadgreen Academy, all pupils are valued equally, regardless of where their abilities lie. All pupils have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes enable us to review regularly and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Code of Practice 2014 and Teaching & Learning and Accessibility policies)

Assess: Each pupil is regularly assessed in all subjects, levels are recorded on Bromcom (school management information system) and reported to parents at least once a term. Staff are responsible for setting pupils achievable yet challenging targets and having high expectations of progress. Faculty leaders, Curriculum Leaders, Heads of Year and the Leadership team regularly check on the progress of pupils and raise a concern if a pupil is not making expected progress. Pupil and parental views are sought, as are those of outside agencies who are involved in the assessment process. Any parental concerns are actively listened to and recorded. Where necessary the SEN faculty uses whole school data to identify pupils that need to be assessed further by the SEN Faculty (tests such as Neale Analysis, C-Topp, WRAT 5- and Single-Word Spelling Tests are used).

Plan: Staff plan lessons based on the pupil's differing starting points; they use previous assessments to form the basis of their planning. The subject teacher plans activities that consider the different learning styles, interests and abilities of their pupils. In their planning subject teachers may identify pupils who require additional or different support to make progress. If Special Educational Needs (SEN) support is deemed necessary the teacher and Special Educational Needs Co-ordinator (SENCo), in consultation with parents and pupil, will agree the adjustments, interventions and support to be put in place, as well as expected impact on progress (outcomes). A date is set for review.



Do: Our approach is for quality first teaching, meaning that all teaching staff will deliver high quality, differentiated and challenging lessons that cater for all levels of ability. Pupils are regularly assessed and as a result of these assessments placed in sets according to ability so that they can make progress at similar rates to their peers. Where necessary pupils will take part in small group interventions such as the Corrective Decoding Reading programme that has clear timescale and outcomes.

Review: Teaching staff review the progress of their pupils in a variety of ways such as learning conversations and progress against the expected outcomes. Some pupils who are not making expected progress attend intervention sessions with our Learning Support Assistants (LSAs). Reviews for pupils who are receiving a Wave 3 SEN intervention are carried out on the date agreed in the planning meeting. Some children have an Education, Health and Care Plan (EHCP) these must be reviewed by the local authority in partnership with the school annually. Reviews take place twice a year for pupils with a pupil profile or Snapshot. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo will revise the support in light of the pupil's progress and development. Any changes to support and outcomes will be made in consultation with the parent and pupil.

As a school we have regular pastoral meetings, team around the year meetings, Senco attends these as well as safeguarding and EHAT meetings to ensure provision is adequate. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professionals that offer the support to our pupils

SEN Needs:

How does the school know if children/young people need extra help and what should parents/carers do if they think their child may have Special Educational Needs and/ or Disability (SEND)?

- All pupils are rigorously tracked and monitored. If there are concerns about a child's progress or if a child needs additional support, then this will be identified and acted upon. This may mean small group intervention work or individual support.
- When pupils have identified SEND before they start at Dixons Broadgreen Academy, we work closely with Primary schools, the agencies that support the child in their current setting and parents/carers to ensure a smooth transition into our school. We use the information already available along with our own assessment tools to identify what their SEN and provision will be at Dixons Broadgreen Academy.
- If a parent/carer thinks their child has SEND, a meeting will be set up to discuss this further and where necessary a plan of action put into place. Results from assessments and observations are shared with the pupil and parents.
- If our staff think a child has a SEND this may be because they are not making the same progress as other pupils. We will observe them; we will assess their understanding of what we are doing in school and use tests to identify any difficulties and discuss this with the pupil and parents/carers. If a child has complex needs, we may also refer to outside agencies for further assessment and support.

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision available for pupils in this area of need:

- SEN profile on the Code of Practice intervention spreadsheet that outlines their specific needs. This is on the staff shared drive, all staff have access to this to inform their teaching.
- If required a pupil profile that outlines a pupil's specific needs and suggests strategies to support them. The pupil and parent/carer are fully involved in this process, in collaboration with the SENCo



team they create this document which is reviewed at least twice a year and is available on the shared drive.

- Social skills workshops
- Alternative venues for break time. The Oasis is a quieter playground that is supervised by at least one member of staff. Pupils can also access a classroom which is supervised by a member of the SEN team.
- Where appropriate access to The PAD support base
- Timeout/ 5 minute early passes
- Specialist outreach
- In-class support
- Homework club
- Where necessary referral to external agencies

2. Cognition and learning

Provision available for pupils in this area of need:

- SEN profile on the Code of Practice intervention spreadsheet that outlines their specific needs. This is on the staff shared drive, all staff have access to this at school to inform their teaching.
- If required a pupil profile that outlines a pupil's specific needs and suggests strategies to support them. The pupil and parent/carer are fully involved in this process, in collaboration with the SENCo team they create this document which is reviewed at least twice a year and is available on the Staff shared drive.
- Corrective Decoding Literacy intervention
- IDL Literacy and Numeracy intervention
- In class support
- Smaller class sizes
- Vocational subjects offered at GCSE
- Suitably adapted resources, e.g. reading pens/ Computer reader

Where necessary referral to external agencies

3. Social, emotional and mental health

Provision available for pupils in this area of need:

- SEN profile on the Code of Practice intervention spreadsheet that outlines their specific needs. This is on the staff shared drive, all staff have access to this at home to inform their teaching.
- If required a pupil profile that outlines a pupil's specific needs and suggests strategies to support them. The pupil and parent/carer are fully involved in this process, in collaboration with the SENCo team they create this document which is reviewed at least twice a year and is available on the staff Shared drive.
- KS3 and 4 social and emotional aspects of learning programme during registration time, key worker if required.
- Morning Meeting
- Head of Years (HOYs) (non-teaching)
- In class support
- Stress/Anger Management workshops Work with outside agencies (e.g., CAMHS-Child and Adolescent Mental Health Service; Educational Psychology Service; ADHD Foundation)
- School Counsellor
- Art Therapist
- Alternative venues for break time

4. Sensory and/or physical needs:

Provision available for pupils in this area of need:



- SEN profile on the Code of Practice intervention spreadsheet that outlines their specific needs. This is on the Staff Shared drive, all staff have access to this at school to inform their teaching.
- If required a pupil profile that outlines a pupil's specific needs and suggests strategies to support them. The pupil and parent/carer are fully involved in this process, in collaboration with the SENCo team they create this document which is reviewed at least twice a year and is available on the Staff shared drive.
- Access to appropriately trained Learning Support Assistants (LSAs),
- An accessible school (Accessibility Policy Sept 2018)
- Enlarged copies of texts (for V.I.)
- Sensory Outreach Services
- Use of technology
- Physiotherapy (Access Resource Centre pupils- see below)
- Teacher of the Deaf (ToD), BSL tutor and Communication Support workers (CSW) (Deaf resource Base pupils- see below)

As of September 2022, in KS3 and KS4, we have 190 young people receiving some form of SEN Support. Thirty-seven pupils are in receipt of an EHCP



Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Telephone calls/emails	SENCo team/parents	Daily
Parent's evening	Parents, pupils, subject teacher, Head of Years, SENCo team	Annually
Parent forum	Parents, pupils, Senior Leadership Team,	Termly
School council	Pupils who have opted to be part of the school council, Assistant Head teacher	Termly
Annual Reviews	Pupils who have an EHCP or are part of the Resourced Provisions based at the School/ Parents/SENCo team	Annually
Pupil profile Reviews	Pupils who have been identified as requiring one by the SENCo	Twice an academic year
EHAT / safeguarding meetings	SENCo, Lead professional, pupils, parents, outside agencies	If and when needed.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

- All of our Learning Support Assistants (LSAs) have had training in delivering reading, spelling, phonics and multi-sensory programmes.
- The SENCo successfully completed the CP3TA, Assessing for Access Arrangements
- 1 member of staff is trained to use numeracy interventions. Plus 1 and Power of 2.
- 1 member of staff who has had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- A number of LSAs are trained to deliver Social Communications Skills groups to students on the Autistic Spectrum and those suffering with anxiety and social difficulties.
- 1 Accredited Learning Support Assistant (ALSA): Specific Learning Difficulties.
- One part time qualified Teacher of the Deaf, DRB Manager who is a full time teacher and in her final year of training to be a Teacher of the Deaf, 3 full and 2 part time communicators, and a part time BSL Tutor (for pupils who have access to the local authority DRB hosted at Broadgreen).
- 7 Qualified first aiders.

This year, we have put in additional training into:

- Quality first teaching/whole school aspects
- National changes to SEND
- ACCESS arrangements
- Medical training for Asthma, diabetes and allergies (Epipen) and CPR
- Deaf Awareness training
- Lego Therapy-DRB
- Gastro feed training



Our SENCO attends the School Improvement SEN Briefings in March and November

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Different pupils will require different levels of support in order to help them make progress and achieve their potential.

Our support staff are deployed, in the first instance, to support students with an EHCP. LSAs are also assigned to classes with high number of pupils identified as having SEND. Support staff work closely with subject teachers in these classes to ensure the students are given sufficient support and attention in order to increase the rate of progress.

Our LSAs have also been trained to deliver a number of intervention programmes/workshops, these also form a part of the LSA timetable

Finance

We ensure that all pupils with SEND are provided for to the best of the school's ability with the funds available. The budget is allocated on a need's basis. The children who have the most complex needs are given the most support.

School External Partnerships and Transition Plans Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 60 children and young people with SEND. We supported 31 children and young people make the transition to their next phase in education or employment.

Our approach:

- In the summer term of Year 6 our pastoral team organise transitional visits for pupils who have a place at Dixons Broadgreen Academy. The visits enable prospective pupils to enjoy taster classes and activities. The school also runs a transition camp for Year 6 pupils, a transition open evening and an additional 2 transition days for resourced pupils or those identified by primary schools as requiring extra transition at Dixons Broadgreen Academy. Parents/carers have the opportunity to stay with their child on the taster days.
- Throughout the year our support staff also run "Happy Hour" this is an afterschool activity at Broadgreen whereby year 5 pupils from Primary schools are given extra taster sessions.
- When appropriate a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
- A member of the SEN team attends a transition forum in June, where Year 6 teachers/SENCo discuss pupils who have SEND. This ensures that the staff who are teaching/supporting them on the taster days are knowledgeable about their needs and put the relevant provision into place.
- Careers interviews for students moving on to education, employment or training; liaison with colleges and sixth forms and mentoring for Year 11 students.



Complaints

In the first instance contact the SENCo or your child's head of year. The school's complaints procedure is available on our school website.

What has and has not worked this year

For our school these have included:

- Auditing the pupils' needs and ensuring that the appropriate provision is in place continues to be a strength of the SEN team.
- One page pupil profiles have been successful, in giving more personalised additional support.
- Closer liaison with the whole school literacy co-ordinator has ensured that pupils are doing the correct reading/spellings tests and getting appropriate interventions. There is still work to be done- accurate data (Reading Age/Spelling Age) that can be found in a central place (Bromcom). CPD on the strengths and limitations of using Reading/Spelling Ages to track progress and how to present this information to parents/carers.
- The proportion of pupils with EHCP making and exceeding expected progress. Pupils at SEN Support do not make as much progress as those with an EHCP, We intend to address this through the graduated approach (assess, plan, do, review) described above.
- The proportion of young people identified as SEN Support who have continued into education and employment placements after leaving Broadgreen is extremely pleasing.
- Regular meetings with SENCo and pastoral staff has been valuable in sharing information, and also focusing on attendance, this is to continue.

Pupil and parent voice is at the heart of our Annual Review process, we must ensure that this is also the case for pupils at SEN Support stage.

Specialist Speech and Language Therapists worked closely with the staff and pupils in the DRB to run Lego therapy Workshops®. This aim of the intervention was to build on the pupils communication skills and have strategies for how to repair communication if it breaks down.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- continued professional development for LSAs
- Whole school Training
- Pupils who are underachieving will be supported by member of the SEN team.
- increasing parental engagement by holding informal meetings (Coffee mornings/ EP/ outreach drop-in sessions)
- Planned lesson observations, learning walks to ensure High quality SEN provision all day every day and supporting departments in doing this.
- Evaluation of data. Monitoring progress of pupils and supporting them.
- pupils and parent feedback and collaboration and how these impacts on development
- To look at other literacy Resources/ interventions to further support children with cognition and learning needs and physical/ sensory needs
- Work closely with our year 11 and year 13 pupils to ensure suitable post 16 and 18 education/employment
- Continue to work closely with our pupils who carry on their education in our sixth form, ensuring they reach their potential.
- Implementing peer mentoring.
- Continued professional development for DRB staff on audiology
- Further extra-curricular activities, e.g., Lego/craft club and possibly first aid club



Relevant school policies underpinning this SEN Information Report include:

- SEND Procedures
- Teaching and Learning Policy
- Marking Policy
- Accessibility Policy
- Equal opportunities

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- 2018 Data General Data Protection Regulations (GDPR)

The information required to be included in the report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Parents of SEND students may continue to require our support at this time. The SENCO can be contacted via email: - eletwick@dixonsba.com

