



# **Dixons Unity Academy**

## **SEND Information Report 2018-2019**

# SEND Information Report

Most frequent questions	
<p><b>1.What kinds of Special Education Needs and Disabilities (SEND) are provided for at Dixons Unity Academy (DUA)?</b></p>	<p>DUA provide support for students across the four areas of need as laid out in the <i>SEN Code of Practice 2014</i></p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health</li> <li>• Sensory and/or physical needs</li> </ul>
<p><b>2. How do DUA know when students require extra help?</b></p>	<p>Students are identified and assessed as having SEND by:</p> <ul style="list-style-type: none"> <li>• Information passed on from primary and previous schools</li> <li>• Regular analysis of progress data</li> <li>• Referrals from staff as a result of observations and teaching</li> <li>• Parental concerns</li> <li>• Feedback from observations and/or assessments performed by specialist services</li> </ul>
<p><b>3. How does DUA support students with SEND?</b></p>	<p>The core values – <b>integrity, resilience and respect</b> – and inclusive ethos of DUA ensures support from staff and students. Sometimes it may be necessary for students to have additional support to enable them to progress and achieve outcomes. This can be academic or social and emotional outcomes. We do this by:</p> <ul style="list-style-type: none"> <li>• High quality teaching with differentiation in all classes</li> <li>• Learner Support Assistants in classrooms</li> <li>• Personalised learning programmes</li> <li>• Social stories</li> <li>• Educational Psychology</li> <li>• Speech language and Communication support</li> <li>• Counselling / Therapeutic support through CBT strategies</li> <li>• Student centred planning</li> <li>• Small group and individual teaching sessions</li> <li>• 1:1 withdrawal for learning or mentoring</li> </ul>

	<ul style="list-style-type: none"> <li>• Access Arrangements in exams where appropriate</li> <li>• Use of alternative provision and part time timetables where appropriate</li> </ul>
<b>4. How does DUA evaluate the effectiveness of provision for SEND students?</b>	<p>Students are continually monitored and assessed. Key Stage 3 (KS3) against the Dixons Uniform Percentage and Key Stage 4 against Progress 8. During 3 assessment cycles, teachers will formally analyse and report on the progress of all students. DUA will also publish:</p> <ul style="list-style-type: none"> <li>• Progress and evaluation is reported to <i>Board of Governors</i> by member responsible for SEND</li> <li>• Quality Assurance by SLT, HoF and external agencies</li> <li>• Support from other Academy's within the MAT.</li> </ul>
<b>5. How will parents/carers know how their child is doing at DUA?</b>	<ul style="list-style-type: none"> <li>• DUA invites parents/carers to attend Parents Evening</li> <li>• Communication from form tutors and class teachers</li> <li>• Where a student is identified as having additional needs, a key worker will be allocated who acts as a point of contact.</li> <li>• Regular meetings with the key worker of students on the SEND Register</li> </ul>
<b>6. How do DUA know how students are doing in classes?</b>	<p>The Inclusion Team regularly observes students, works together with specialist services and parents to plan for the future. Arrangements can include:</p> <ul style="list-style-type: none"> <li>• The graduated response – <i>assess, plan, do, review</i></li> <li>• Outcome focussed provision mapping</li> <li>• Student centred meetings</li> <li>• Parental meetings</li> <li>• Data monitoring</li> <li>• SENDCO Meetings</li> <li>• EHCP Review Meetings</li> </ul>
<b>7. How are social, emotional and mental health supported?</b>	<p>DUA place a strong emphasis on developing students awareness of their own and others needs and feelings. This is done through:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> </ul>

	<ul style="list-style-type: none"> <li>• Morning line up</li> </ul> <p>Students are also supported by:</p> <ul style="list-style-type: none"> <li>• Social skills intervention</li> <li>• Student Centred Approach</li> <li>• Student Council</li> <li>• DUA positive behaviour policy</li> <li>• Link educational psychologist</li> <li>• Link speech and language specialist</li> <li>• Personalised Bridge access and support</li> <li>• Child protection trained staff</li> </ul> <p>Parents/carers are supported by:</p> <ul style="list-style-type: none"> <li>• EHCP Meetings</li> <li>• Student Centred Approach</li> <li>• Attendance Team</li> <li>• School Nurse</li> <li>• Cluster support staff – Family support worker</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> </ul>
<p><b>8. What training is available for staff supporting students with SEND?</b></p>	<p>The Special Education Needs Co-Ordinator has completed the National Award for Special Educational Needs Co-Ordination and is registered with the British Psychological Society as a specialist assessor.</p> <p>Staff undertake weekly professional development to ensure they are fully skilled to support all students effectively.</p>
<p><b>9. What specialist service and expertise are available at DUA?</b></p>	<p>DUA use a range of specialist agencies to support students where required.</p> <p>Local Authority:</p> <ul style="list-style-type: none"> <li>• STARS -ASC Team</li> <li>• Support Team for Deaf Children - DAHIT</li> <li>• Teacher of the visually impaired</li> <li>• Educational Psychologist</li> <li>• Counsellor / Trained specialist therapeutic worker</li> <li>• Cluster targeted support leader – TSL</li> <li>• Multi –systemic therapy (MST) and restorative early support (RES) teams</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Speech and Language Therapist</li> <li>• CAMHS</li> </ul>

<p><b>10. What social, before school and afterschool activities are available for students with SEND and how can I find out about them?</b></p>	<p>At DUA all students are able to access all activities. There are a wide range of activities including: Homework club- The Bubble, Film Club, and many other extra-curricular activities run by departments.</p> <p>The Bridge is accessible to students throughout the day for students who require additional SEMH support.</p> <p>In addition, there are interventions that take place throughout the school day for the specific needs of SEND students.</p>
<p><b>11. Who should I contact if I want to find out more about the way that DUA supports students with SEND?</b></p>	<p>The SENDCO is Mr Jamie Benson. Please contact the Academy to make an appointment if you have any questions or concerns.</p>
<p><b>12. What happens if my child needs specialist equipment or other facilities?</b></p>	<p>All day to day teaching areas are fully accessible for all students including those with SEND. The Academy may provide additional SEND equipment where appropriate and in consultation with specialist agencies.</p> <p>Disabled toilets are located on all floors of the building for students and the building is wheelchair accessible. There are lifts which students can access.</p>
<p><b>13. How will DUA prepare and support my child transfer to a new school or between age phases?</b></p>	<p>Between primary and DUA:</p> <ul style="list-style-type: none"> <li>• Primary school visits by the DUA SENDCO</li> <li>• Yr7 transition meetings</li> <li>• Additional visits by the Yr6 student to DUA for orientation</li> <li>• Meet key staff</li> </ul> <p>Between academic years:</p> <ul style="list-style-type: none"> <li>• Meet new staff</li> <li>• Visit new classrooms</li> <li>• EHCP Annual Reviews</li> </ul> <p>Between DUA and post-16:</p> <ul style="list-style-type: none"> <li>• Additional transition visits</li> <li>• SENDCO to meet with Post 16 Inclusion Team to discuss student</li> <li>• Integration meeting</li> </ul>
<p><b>14. How are resources allocated and matched to students with SEND ?</b></p>	<p>The Principal and SENDCO ensure that students with SEND have the resources</p>

	<p>required to make good progress and be fully included in Academy life.</p> <p>If a student requires significant additional resources funding can be applied for. If a student is eligible for an Education, Health and Care Plan (EHCP) resources are allocated as Identified on the plan.</p>
<p><b>15. What adjustments are made so students with SEND can achieve and learn?</b></p>	<p>Subject teachers use different teaching techniques in learning to engage students as advised by the SENDCO.</p> <p>We also offer:</p> <ul style="list-style-type: none"> <li>• Personalised curriculum</li> <li>• Practical resources</li> <li>• Adult support in lesson</li> </ul>
<p><b>Who can I contact for more information?</b> Mr Jamie Benson (SENDCO) – 0113 263 0110 <b>The Leeds Local Offer can be found at:</b> <a href="https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability">https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability</a></p>	