



SEND Information Report

February 2019

Special Education Needs and Disabilities (SEND) at Dixons Unity Academy

At Dixons Unity Academy, we believe that all young people, regardless of ability or need, can improve their life chances and develop a lifelong love of learning. The Inclusion Department, led by Mrs Oonagh McNee (SENDCo), consists of a varied team of highly skilled professionals including: SEND and EAL Teachers, LSAs, EAL Mentors and a Bridge Manager. Our Inclusion provision is in accordance with our values – **Respect, Resilience and Integrity**.

The Inclusion Department works closely with all members of the staff body to promote the academic, emotional and social development of students with special educational needs, additional needs and language support needs. The strong working relationship and close cooperation with external agencies and parent/ carers strengthens the support we can offer to young people attending our school. This report demonstrates the ways we support those young people, identified with SEND, allowing them to enjoy and achieve.

Commonly Used Acronyms

AN Additional Needs (indicating that a child requires extra support or access to services)

DAHIT Deaf and Hearing Impaired Team

DUA Dixons Unity Academy

EAL English as an additional language

EP Educational Psychology

ESOL English for speakers of other languages

IEP Individual Education Plan

QFT Quality First Teaching

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs and Disabilities Coordinator

Frequently Asked Question	Academy Response
<p>What kinds of SEND does the academy cater for?</p>	<p>‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that is normally available to pupils of the same age.’ – SEND Code of Practice 2014.</p> <p>We are a mainstream secondary academy and welcome all students. Whilst every student and their needs are individual, we currently support students with SEND in the following areas:</p> <ul style="list-style-type: none"> • Communication and Interaction (Speech and Language Needs and students on the Autism Spectrum) • Cognition and Learning • Sensory and/ or physical needs (visual, hearing and multi-sensory impairments) • Social, emotional and mental health difficulties (SEMH)
<p>What kind of help can be offered to pupil with SEND?</p>	<p>This help and support includes, but is not limited to:</p> <ul style="list-style-type: none"> • Quality First Teaching (including access to a broad and varied curriculum, differentiated materials and personalised tasks within the lesson) • A strong and experienced team of Learning Support Assistants • Small group literacy programmes • Help and advice from the Inclusion Department • A resourced after-school Homework Support group (The Bubble) • A strong and experienced pastoral team • Transition support (KS2>3, KS3>4 and KS4>5) • Help and advice provided by specialist services and expertise • Examination support (for KS4 students) • Technology for access • Fully accessible building <p>Furthermore, all students identified as having a special educational need are supported by, a regularly reviewed, passport to learning. This personalised document contains strategies which are implemented by our skilled and experienced classroom practitioners.</p>

<p>How do you know if a pupil has SEND and how will they be supported?</p>	<p>Staff closely monitor the progress made by students and ask for advice as soon as they have concerns about any pupil. Where a pupil is identified as having SEND, after accurate assessment and identification of need, we aim to remove barriers to learning through the introduction of appropriate interventions. The majority of these interventions take place in the classroom through Quality First Teaching.</p> <p>The Inclusion Department will then follow this up with a robust monitoring of progress and put effective provision in place. We assess, plan, do and review, this is known as a graduated approach. All learners identified as having SEND and who receive additional support from the Inclusion Department will receive the following:</p> <ul style="list-style-type: none"> • A Passport to Learning with individualised targets set by student, parent and staff, which is then communicated to teaching staff and regularly reviewed • If appropriate, Access Arrangements for exams • Support in the learning environment as required
<p>Where can I find information about the school SEND Policy?</p>	<p>Our SEND Policy will give you the information you need about how we help pupils with SEND. This is regularly reviewed and updated. It is available on our website or from the main reception, on request.</p>
<p>How will I know that my child is making progress?</p>	<p>Students are continually monitored and assessed.</p> <p>KS3 – using assessments created and quality assured within the Dixons Academy Trust KS4 – against Progress 8</p> <p>During three cycles of assessment each year, teachers formally review student progress and attainment, they record progress or identify concerns through the collection of data. Also, students are monitored in the classroom setting by support staff who target any areas of concern through teacher driven interventions (QFT).</p>
<p>How do you check and review the progress of my child and; how will I be involved?</p>	<p>Progress of pupils is closely monitored, academically 3 reports are sent home each year. The 'Cycle' system ensures that learning gaps are identified and planned for during our data and planning days each Cycle.</p>

	<p>Parents/carers are invited to attend a Parents Evening annually.</p> <p>In addition to this, parents/ carers of children with SEND are encouraged to regular communicate with the Inclusion Department.</p>
How do staff help pupils with SEND?	<p>Our teachers use a variety of Quality First Teaching methods which aim to remove barriers to learning so that students are able to enjoy learning and achieve well. This may involve adapting resources so that they can access the curriculum, whilst maintaining the integrity of the assessment system. If children require additional support to this, specific interventions will be put in place and reviewed by a member of our highly trained and experienced Inclusion Department.</p>
What adjustments are made so children can learn and achieve?	<p>Subject teachers use a variety of teaching and learning strategies so that students are fully engaged in learning. These specific strategies, advised by the SENDCo or external agencies, support the learning and progression of students. All pupils with a special educational need or disability have a Passport to Learning, created with the young person, which highlights where they need the most help and sets steps to aid their progression.</p> <p>We implement many different strategies to help SEND children progress in school, which may include, practical resources and different degrees of adult support. We aim to increase independence and resilience for all our learners, so do not offer full time 1:1 support.</p> <p>We have an accessible building with lifts and several disabled toilets.</p>
Is there any extra support available to help SEND pupils with their learning?	<p>We have a range of skilled staff to support pupils and address any additional needs they might have. We support children in the classroom through Quality First Teaching. We have a small but experienced Inclusion Department who support children in and out of the classroom.</p> <p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority. The request is made to the Local Authority (LA), which in our case is Leeds City Council.</p>

	<p>The Leeds SEND Local Offer can be obtained from Leeds Council’s website. The Local Authority will need to have information about the child’s progress overtime; documentation in relation to the special educational need; details of action taken by the school to meet the child’s special educational needs and particulars of any special resources or arrangements put in place.</p>
<p>How will academy staff support my child/ young person?</p>	<p>All teachers in the academy receive regular training and support on teaching students with SEND and will support their classes by personalising lessons in response to student need. The SENDCo oversees the pastoral and educational support for students formally identified as having SEND. Strong and experienced pastoral staff including: Form Tutors, Attendance Officers, Wellbeing Worker, Child Protection Manager, Assistant Achievement Leaders/ Achievement Leaders all work closely to ensure that the needs of every young person are met.</p>
<p>How are children and young people included in the planning for their support and provision?</p>	<p>At Dixons Unity Academy we are fully committed to including and supporting young people with Special Educational Needs and Disabilities (SEND), aiming to be pupil centred and providing an opportunity for students to be included in the planning for their support and provision (through the formal annual review process). We seek to meet the individual needs of all pupils within a mainstream classroom setting. Pupil voice is important to us, during transition periods as well as throughout the academic year. Our staff members try to ensure that all young people feel confident and comfortable when having conversations about their education.</p>
<p>What specialist services and expertise are available at or accessed by the academy?</p>	<p>The academy aims to form strong working relationships with specialist services within the area. At Dixons Unity Academy we are committed to communicating and working with all professionals involved with a child or family. These services include, but are not limited to:</p> <ul style="list-style-type: none"> • Educational Psychologists • Complex Needs Team • Cluster Support (including AIP) • Child and Adolescent Mental Health Services (CAMHS) • Deaf and Hearing Impaired Team (DAHIT) • STARS (Autism support) • Speech and Language Therapists

What support is available is accessing SEND documentation?	<p>Please contact the school reception for support in accessing this document. Printed copies are available on request.</p> <p>For parent/ carers requiring language support, please speak to a member of the Inclusion Team – who can arrange for the document to be translated.</p> <p>Telephone Number: 0113 2630110</p>
How do I contact the SENDCo?	<p>The SENDCo is an experienced qualified teacher, who works closely with the Senior Leadership Team to ensure that all students with SEND make excellent progress and climb the mountain to university or a viable alternative.</p> <p>SENDCo: Mrs O McNee Telephone Number: 0113 2630110</p>