

# **Dixons Music Primary**

## **SEND Information Report**

**Responsibility for Review: INCo**

**Date of Next Review: November 2021**

# SEND Information Report

## Introduction

The Academy believes 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. The Academy is 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.

At Dixons Music Primary, the Mountain Rescue team consists of the Individual Needs Co-ordinator (INCo/SENCo), an SEN admin assistant, the academy nurse, an in-house speech and language therapist, a 'culture' co-ordinator and a team of teaching assistants, and provides a holistic approach to meeting the needs of all students at the Academy. 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:

|                                      |                         |                          |
|--------------------------------------|-------------------------|--------------------------|
| <b>INCo/ SENCo</b>                   | Mrs Katie Little        | klittle@dixonsmp.com     |
| <b>Speech and Language Therapist</b> | Mrs Victoria Wadsworth  | victoria@speech-ed.co.yj |
| <b>Academy Nurse</b>                 | Mrs Stephanie Hellawell | shellawell@dixonsta.com  |

The Mountain Rescue team is committed to developing a truly inclusive school by ensuring that all Dixons Music students are able to climb the 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 team 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 Dixons Music Primary's drivers of autonomy, mastery and purpose, and the core values of hard work, independence and enjoyment.

We work closely with academic departments, school leadership, outside agencies and families 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.

At Dixons Music Primary, all aspects of Academy 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. 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.

## An equal quality education and experience for all students

All aspects of learning and community at the Academy have been designed to meet the needs of every student in the Academy. Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. Every decision and action taken is done so with the aim to ensure that every student can climb their personal mountain to university or a real alternative, thrive in a top job and have a great life.

### 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 hard work, independence and enjoyment 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, 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 the academy website:

[www.dixonsmp.com](http://www.dixonsmp.com)

### Identification and assessment of pupils with special educational needs

Where an adult (albeit an adult in school or a parent) highlights a concern about a student, there is a clear process that is carried out at Dixons Music Primary. Initially, the concern is communicated to the SEN coordinator/ individual needs coordinator by completing a HOC form (History of concerns form). From this point onwards, actions are taken to support the student and the form is reviewed as often as is necessary. The support given at this point can take a number of forms, from observations and monitoring, to putting highly focused interventions in place, to involving outside agencies to support the student.

The majority of students with special educational needs at Dixons Music Primary complete assessments every cycle with the whole school to measure their progress. For the small percentage of DSEN students, this type of assessment is not appropriate and therefore, these students are teacher assessed.

### Teaching and Learning

At Dixons Music Primary, we have a range of special educational needs (see table below):

| Main need | Number of students | Percentage of SEN | Percentage of school |
|-----------|--------------------|-------------------|----------------------|
| SLCN      | <b>33</b>          | <b>45%</b>        | <b>8%</b>            |
| MLD       | 13                 | 18%               | 3%                   |
| SEMH      | <b>18</b>          | <b>25%</b>        | <b>4%</b>            |
| AS        | 3                  | 4%                | 0.7%                 |
| VI        | 1                  | 1%                | 0.2%                 |
| HI        | 1                  | 1%                | 0.2%                 |
| PD        | 4                  | 5%                | 1%                   |

The main way in which every students' learning needs are met is through quality first 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. At Dixons Music Primary, these plans are called INIPs (individual needs intervention plan) and each cycle, parents and carers are liaised with through our Mountain Rescue reports.

At Dixons Music Primary, we are extremely routines based; the timetable is highly tailored around high quality teaching and more time for effective feedback. From EYFS, all students are set by phonic ability and taught in small groups for literacy. Group sizes range from 6 to 20 pupils. The most experienced teachers teach the lowest attaining sets. From Year 2 onwards, students are also in sets for mathematics allowing interventions to be built into lessons as and when needed. The lowest attaining 20% of students in KS2 are taught in a small group set for literacy and maths, where possible by a senior teacher. In order to ensure a high quality learning experience for the most vulnerable learners at Dixons Music Primary, the learning environment in each classroom is tailored to their needs, for example, it is necessary for a number of students to have 'areas' in their classroom which are used for a variety of reasons. Some of our DSEN students have 'calm bags/boxes' which have a number of items in to allow them to regulate once upset or angry. For our students who have SLC needs in particular (but for all students), we provide a vocabulary rich environment to promote good 'talk' and vocabulary development.

In addition to this, students who require intervention follow bespoke programmes in the afternoon that are taught by additional teachers and senior staff. There are a number of these interventions that run to further provide support for these students including nurture group, precision teaching, alphabet arc, the NELI programme and talk boost.

As our two main needs at Dixons Music Primary are SEMH and SLCN, totalling 70% of our SEN need, we have a number of strategies in place to meet the needs of these students. These include employing an in-house speech and language therapist once a week who not only carries out 1:1 therapy with a number of students but also runs a variety of interventions, delivers whole school training and holds regular parent drop in sessions. Our SEN coordinator is also an 'Attachment Lead' in school which has supported many of our students with SEMH needs. Strategies put in place have included creating 'Teams' around students and adopting the PACE strategy throughout the academy.

## **Frequently Asked Questions**

### **How are the different types of additional need and disability provided for at Dixons Music Primary? How are young people with additional needs taught?**

The needs of all students at the academies are met through well designed whole school systems and quality first teaching. Flexibility, timely intervention and high quality differentiation are key to the success of all students and the Academy understands that some children will need additional and/or different in order to achieve equal quality of education and experience. The progress of all students is assessed and reviewed as part of the highly effective learning cycles.

For an overview of how Individual Needs are managed at the Academy, including an explanation of Education, Health and Care Plans and the Student/SEN support system, please refer to the Individual Needs Policy

For a detailed summary of how different additional needs and disabilities are met, as well as an overview of how the range model is applied at the Academy, please refer to the [Local Offer](#)

For a review of how the curriculum and learning environment are adapted and improved in order to meet the needs of children and young people with additional needs please refer to the [Accessibility Plan](#).

## **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. To raise a concern about a student please contact the INCo by calling 01274 424350 and asking for the INCo.

## **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 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 the children/young people and their parents/carers consulted in order to involve them in their education?**

One of our key drivers at the Academy is autonomy and we support and empower the children 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 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 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. For students with an INIP, mountain rescue reports are shared with parents every cycle and detail how their child is progressing with their individual targets.

## **How are young people with additional educational needs and other vulnerable learners supported when moving between phases of education?**

A successful transition from nursery to reception or from primary school to secondary 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 primary school visit is conducted by Mountain Rescue 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 is a two week transition in July where students move to their new classes to ensure relationships and routines are established before the new academic year.

### 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 the Academy outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

|             |  |
|-------------|--|
| <b>INIP</b> | <b>IN Intervention Planning</b><br>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. All targets are SMART <sup>1</sup> and reviewed on a cycle by cycle basis. |
| <b>INIS</b> | <b>IN Inclusion Strategies</b><br>These documents outline a list of strategies which must be in place for inclusion and to support the individual child to be successful   |

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

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

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<sup>1</sup> SMART – specific, measurable, attainable, relevant, and timely

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

At Dixons Music Primary, students are well supported through PSHCE, assemblies, enrichment days and through their morning meetings with their class teachers. For those students who need extra support, a well-established nurture group teaches students basic skills such as turn taking and self-regulation. 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 Anti-Bullying and Behaviour for Learning Policy on the academy website.

### **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 which can be found on our website.

### **How does the Academy ensure that it is meeting the needs of students with additional needs who are also in local authority care (LAC)?**

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 quality first 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 LAC and PEP (Personal Education Plan) of any student who is identified as LAC and is then responsible for ensuring the implementation of any provision outlined in the plan at the Academy.

### **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 Multi-Academy Trust website.

Support in the resolving of disagreements and complaints regarding provision for students with additional needs is also provided by the local authority on the Local Offer website.