

SEND Information Report 2025/26

Dixons Brooklands Academy

Responsibility: Daniela O'Rourke

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SEND Information Report

Introduction

At Dixons Brooklands, we believe that the entitlement to a broad, balanced, relevant and adaptive curriculum is a right for all learners. 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, family 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 any student can get the extra support that they need, if and when they need it, 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 be able to meet them without guidance, support and structure.

At Dixons Brooklands, students are supported by...

Key contacts

Assistant Vice Principal SENCO	Daniela O'Rourke
Vice Principal Safeguarding and DSL	Sarah Wickstead
Principal	Kristy Gardner
SEND Lead	Lisa Wood
HLTA and LSA Manager	Lynne Hartley
SpLD Assessor/EAA	Grant Peden and Claire Sheridan
HLTA and EAA Lead	Harpreet Anjula
Director of Standards Year 7	Daisy Cotton
Director of Standards Year 8	Lauren Sheldon
Director of Standards Year 9	Thomas Copsey
Director of Standards Year 10	Jonathan Cross
Director of Standards Year 11	Adam Morrison
Welfare Coordinators 7-11	Kayleigh Armstrong Y7, Samantha Williams Y8, Jade Goulden Y9, Lee McCann Y10, Telia Miller Y11
Senior Vice Principal Behaviour & Culture	Charlotte Blythe
Assistant Vice Principal Behaviour & Culture	Scott Lycett
LSAs	Julie McNair, Denise Robson, Peter Boyne, Katy Brimble, Niamh O'Hare, Sunila Wahid
Designated Safeguarding Lead	Leanne Maguire
Designated Safeguarding Officer	Sarah Campbell
School Counsellor	Nicola Sheridan



The Inclusion Team is committed to developing a truly inclusive school by ensuring all Dixons Brooklands Academy students are able to progress 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 any student may require the support of the Inclusion 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 Dixons Brooklands Academy's drivers of autonomy, mastery and purpose, and the core values of work hard, be kind and have integrity. We work closely with academic departments, school leadership, outside agencies, families and the students themselves in order to develop independent and resilient learners who make rapid and sustained progress regardless of starting point, socioeconomic background, personal circumstance, special educational need or disability.

Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. 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. We cater for a broad range of needs and disabilities that includes, but is not limited to, Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social Emotional and Mental Health Needs (SEMH) including ADHD, ADD and Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).

QUICK LINKS	Staffing and timetable	Assess Plan Do Review	Outcomes
Values and culture	Identification of needs	Collaborative working	Feedback and complaints
Teaching and learning	Additional and different	Successes and next steps	FAQ

Values and culture

Dixons Brooklands Academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of hard work, be kind and integrity 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, the advisory system, and Thrive and Dine, amongst other things, ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. Inclusion Support 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 our website, www.dixonsbk.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)

The main way in which every student's learning needs are met is through high quality 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 every child is receiving an education, including differentiation and intervention, which meets their current learning needs. Each cycle also includes liaison with parents / carers and opportunities for students to express their views. Parents or carers of any student can request an additional phone call or face-to-face conversation with a member of teaching staff at any time or request a meeting with a member of the year team: Director of Standards, Welfare Coordinator or SEND Link.



Staffing and timetable

To ensure a high-quality learning experience for the most vulnerable learners, classes are arranged using flexible grouping to allow a more focussed and tailored learning experience for students who need it. Students are grouped according to attainment for English and for Maths based upon KS2 data and these groupings are reviewed on a cycle-by-cycle basis. There is double staffing in maths using qualified Intervention Tutors which facilitates smaller class sizes (by splitting the class) and small group / 1:1 work as appropriate, without compromising those students' access to high quality teaching. There is also some specialist subject support in other areas of the curriculum such as Spanish and Art. LSAs are fully deployed to provide shared in class support to students with additional needs. They also deliver bespoke interventions to students based upon need: phonics, ELKLAN, and handwriting. Lego Therapy and SALT interventions are also delivered by a qualified HLTA.

Identification of needs

There are a range of ways in which a student may be identified as having additional needs. For many students, this happens during their transition to the academy through liaison with their parents or carers, with their primary (or previous) school, and by receiving information from other professionals including the Local Authority SEND team. For some students, their needs are identified after they start at the academy. This could be based on teacher observation, in-class assessments and book work, or concerns raised by parents or carers or by the student themselves. In addition, a report or referral may be obtained from an external professional. In these situations, we can provide more in-depth assessment provided by the Inclusion Team as well as, where relevant, make referrals to other professionals for more specialist assessment and in some cases diagnoses. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is made based on need only and students do not require a diagnosis for additional and different to be put in place.

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	4	5	4	5	4
	SEN Support	5	14	8	8	5
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	4	4	3	2	1
	SEN Support	10	7	7	12	10
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	4	7	6	2	3
	SEN Support	13	8	11	14	21
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	1	0
	SEN Support	0	1	2	3	1

Additional and different provision

Although we maintain a focus on offering equality and inclusion as part of the main offer of everything that we do, we also recognise some students will need additional and different from their peers to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of Academy life. All academic additional and different provision is provided by the academic department specialists through employing specialist intervention mentors to facilitate small group and individual work and by factoring additional learning time into the timetable during either Morning Meeting or Advisory. Provision to support students' socio-emotional and personal development is provided through Inclusion Support and is bespoke to individual students' needs, drawing on the range of expertise we have within the Inclusion Team and through strong connections with local authority and NHS professional teams.



Assess Plan Do Review

At Dixons Brooklands Academy, the 'assess, plan, do, review' process follows our whole academy routines for using regular assessment to work supportively and proactively to ensure all students can learn and thrive. There are three cycles of 13 weeks of learning time per academic year. Within each cycle, student progress is assessed and reviewed by week 10 and then staff have two dedicated days of analysing student outcomes and then using that information to plan the remainder of that cycle (mainly intervention) and the following cycle (prevention and provision). For all students, progress is assessed through a combination formal testing, work they have completed in lessons and teacher observation, but for students who have an EHCP (or are in the process of applying for a needs assessment) or have a recent professionals report (for example, from an Educational Psychologist or Speech and Language Therapist) this process is further supported through an Individual Needs Intervention Plan, or INIP. This document breaks their longer-term targets down into medium- and short-term targets along with strategies that can be put in place in the classroom, at break and lunch time, and in other aspects of the academy day. The INIPs are shared at the beginning of each cycle and then all teachers work together to review them after week 10, sharing their feedback with the Inclusion Support team who update them ready for the following cycle. Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are formal parents' evenings and coffee mornings, but parents and carers can also contact the academy at any time to arrange a meeting with key staff for their child at any time they have a concern. Students with an EHCP will also have an Annual Review each year where academy staff, parents or carers, and other professionals can review their outcomes and plan for the following 12 months. The whole Academy assess, plan, do, review process, along with their INIPs and any other professionals reports that have been written over the course of that year, will feed into the Annual Review and inform the student's long-term targets. The academy, parents or carers, or professionals may also request an Interim Review at any point if there has been significant change or there is any concern or can simply request to meet less formally if they wish to discuss any aspect of the student's needs or provision.

Key documents

INIS	Individual Needs Inclusion Strategies A document similar to the more common IEP (Individual Education Plan) that breaks long term outcomes down into shorter term targets and provides a mechanism for sharing and reviewing with teachers.
INIP	Individual Needs Intervention Plan A document similar to the more common IEP (Individual Education Plan) that breaks long term outcomes down into shorter term targets and provides a mechanism for sharing and reviewing with teachers.
INIM	Individual Needs Information for Medical Needs One page summary care plans to support teachers of students with medical needs to plan safely and preventatively, recognising early signs of a medical emergency, and to respond swiftly and appropriately.

Transition

A successful transition from primary school is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions. All students who receive a place with us are visited at their primary school. The primary school visit is conducted by the Assistant Principal: SENDCO and other members of the Inclusion Team as this will be a key department in ensuring their welfare once they start. Student information sheets are completed by the primary schools and received by us towards the beginning of the summer term prior to the student's transition. There is one transition day for all students at the beginning of July each year at Dixons Brooklands Academy itself and a transition parents' evening. Additional transition visits are arranged for vulnerable students. Students with EHCPs, those with a high level of need and students with additional vulnerabilities are asked to attend additional visits to the Academy as part of enhanced transition. This consists of a focus on building positive relationships and providing them with an experience of academy life prior to them starting. 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 SENDCO or SEN Lead will endeavour to attend their Year 6 transition Annual Review in order to ensure parent / carers were fully informed of provision that can be made, 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. By doing this, INIP documentation is ready to share with all teaching and student facing staff at the beginning of the academic year.

Collaborative working with families and supporting agencies

When a student starts at the Academy, information is collated via enrolment forms, documentation from the student's previous setting and from parent discussions during enhanced transition visits. At times, other professionals and specialists may also provide any reports they have completed regarding the student. Whilst at the academy, staff or parents may raise the possibility of a student having a SEND need. At this point, a discussion takes place between the SENCO, trusted adult and the family about any concerns and what actions would be necessary. From this the relevant agencies are contacted for their input and support. A meeting involving all parties is arranged (where this is possible from the professional agency) and the issue and actions are discussed openly. This can differ depending on the agency involved, however, attempts are made to have an initial collaborative discussion with all parties at the first stage, followed by, a collaborative review meeting after any necessary actions have been undertaken.

Successes and next steps 2025/26

All LSAs have recently been upskilled to deliver the Fresh start Phonics Programme (Read, Write, Inc). The Academy has invested in increasing specialist provision by working with PEACES (child psychotherapeutic services) to meet the needs of our most vulnerable students. There is also a more progressive approach to inclusive practice with the establishment of HUBS for each year group that will provide support for all students when they are in need. It is anticipated that this new approach will enable the Academy to support the increasing number of high needs students. A key priority for Dixons Brooklands Academy with regards to SEND, is to increase the capacity of mental health support by upskilling all student facing staff by accessing training for the mental health first aid training course. This will complement the existing agencies that students can be referred to for mental health support as part of the graduated response.

Outcomes 2024/25

The Progress 8 score has improved from -1.47 (2019) to -0.87 (2024), an improvement of 0.6. (If needing to use 2023 figure, improvement is 0.5). Students with an EHCP consistently make greater progress than students without SEND. Compared to 2019, progress of SEND K students has improved by +0.8. The progress gap between students with SEND and non-SEND has narrowed from -0.78 to -0.18, an improvement of 0.6.

Feedback and complaints

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 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 Academies Trust, details of which can be found by following the link below:

<https://www.dixonsat.com/uploads/files/dixonsat/About/Policies/Complaints-procedure.pdf?p=uploads/files/About/Policies/Complaints-Procedure.pdf>

Support in the resolving of disagreements and complaints regarding provision for students with additional needs is also provided by the local authority and details can be found by following this link:

https://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_youth_people_with_sen_and_disabilities

The link to the local offer for Trafford is:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>



Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons Brooklands?

The needs of all students at the Dixons Brooklands Academy are met through well designed whole school systems and high-quality teaching. Flexibility, timely intervention and targeted, data-led adapted teaching and differentiation are key to the success of all students. We do, however, understand that some children will need additional and / or different to achieve equal quality of education and experience. Where additional and / or differentiation is required, we focus on ensuring that it is of equitable quality to the main offer and that each student's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process.

How is provision for students with additional needs evaluated for effectiveness?

Progress and attainment for all students is assessed through classroom assessment, both formative and summative, and through external examinations at the end of Key Stage 4. Teachers meet three times per year to look closely at all available data and plan the next steps in teaching and learning for all students. In addition, students with additional needs may also be monitored through the assess-plan-do-review cycle. This means that any outcomes or targets identified through their EHCP, a professional's report, or our own assessments would be reviewed at the end of each academic cycle and any additional and different provision put in place as needed. All provision, both classroom based and provided as additional and different, is evaluated for effectiveness through careful monitoring and evaluation of the student's outcomes.

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 parent feedback meetings with key members of staff. Parents / carers 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 EHCP, the SENDCO or SEN Lead 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 in partnership with the LA SEND team to ensure we have the appropriate equipment and facilities to meet the needs of our students with special educational needs as and when required. We seek appropriate expert advice when required and always focus upon ensuring individualised and small group provision is of equitable quality to the main offer and built into academy life. Where a piece of equipment or facility is unique to a specific student, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

How are staff supported to meet the needs of students with additional needs?

We strive to continue to develop our understanding of the four broad areas of need and the provision and innovation that is available for those learners through regular CPD and by being responsive to the needs of the students we have on roll at the time. Learning Support Assistants (LSA), have all received training for a phonics intervention programme (Fresh Start), based upon the outcomes from school wide reading assessments. EKLAN (Speech and Language) training has been delivered. The SEN Lead and HLTA's are trained in Lego and Thrive therapies. Art Therapy is delivered by a qualified child psychotherapist and some members of the Inclusion Team are trained in Mental Health First Aid. There is also a member of the Inclusion team who is a trained counsellor. 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 (INIP or INIS), 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, members of the Inclusion 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 our own staff, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

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

The specific needs of our students are discussed with all staff in induction and throughout the academic year to ensure that teachers are up to date and informed about the students they teach. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up to date, and supportive. The Inclusion Team access additional training to support the needs of students with SEND through their key worker roles, which are reviewed annually to ensure that the needs of the current cohort are being always prioritised. In addition to this, we have several part-time professionals who work with us either for a half or full day every week, bringing expertise and specialist input to the Inclusion Team. This currently includes a child psychotherapist, Manchester MINDS, iTHRIVE, POWER UP Mentors and ONE Education psychologist services



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. The SENDCO attends all Local Authority SEND briefings and receives their regular newsletter updates to ensure we are up to date with all available resources, opportunities and requirements. We have built a positive reciprocal relationship with the LA SEND team and promote the SEND local offer on the Academy webpage. A detailed programme of what is available in Manchester can be found by following the link below:

https://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_youth_people_with_sen_and_disabilities

Further information can be found in the Local Authority's SEND Local Offer

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

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

Our Inclusion Team (Advisor, Director of Standards and Welfare Coordinators and Key Workers) are always available for students to self-select to talk to if needed. In addition to this, more targeted socio-emotional development support can be provided by our own Academy counsellor or identified LSAs. We also have the support of a Learning Coach from the Manchester United Foundation. Students are taught about bullying through our Personal Development curriculum sessions as well as assemblies and, where required, the additional support listed above. External agencies and charitable organisations contribute to the assembly programme and provide insight and expertise to empower students with lifelong learning.

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 academy Admissions Policy for a detailed explanation of how we achieve this.

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

Dixons Brooklands Academy has level, ramp or lift access to all areas of the interior and exterior of the building. Continued improvements to access and safety for our students, staff, and visitors with physical disabilities is informed by student, parent and staff voice, as well as advice from the relevant Local Authority teams. Although this is not the case at present, if any future student required support to exit the building in an emergency evacuation the appropriate paperwork would be completed, in collaboration with parents / carers and any specialist input where available, and the details shared with all staff. Full details of our Accessibility Policy can be found by following the link below:

<https://www.dixonsbk.com/uploads/files/dixonsbk/SEND-Accessibility-Plan-2023-2026.pdf?v=1697698402>

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

We aim to meet the needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy. More detail can be found in the 'teaching and learning' and 'staffing and timetable' sections of this document.

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/or who are looked after by the local authority, are met through well designed whole school systems and high-quality teaching. The SENDCo and SEN Lead working with the Safeguarding Officers, are there to meet the individual needs of all students, 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. The Safeguarding Officer with responsibility for CLA, 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 with colleagues.

Where can I find further information and support services if I'm a parent / carer of a child with additional needs?

In response to the Children and Families Act 2014, Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs, including information about schools in the area. This is called the Local Offer. The link to the local offer for Manchester is:



<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Support and information for the families of children with SEND can be found by contacting your local SENDIASS service

Manchester

<https://www.iasmanchester.org/>

Trafford

<https://sendiass.trafford.gov.uk/Home.aspx>

