

SEND Information Report

Dixons Brooklands Academy

Last updated: September 2023



SEND Information Report 2023-2024

Introduction

Dixons Brooklands Academy believes that the entitlement to a broad, balanced, relevant and scaffolded curriculum is a right for all students and should not be constrained by age, gender, creed, race, physical disability, special education needs 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, parental involvement and effective teaching 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, and we recognise that any student may require the support of the Inclusion Team at some point during their school career which may be temporary or long-term.

At Dixons Brooklands Academy, the Inclusion Team is made up of the Vice Principal, Assistant Principal for Special Educational (SENDCo) along with the school's full time Safeguarding Officers, SEN Lead and student wellbeing staff. Dixons Brooklands Academy has a wellbeing team consisting of Learning Support Assistants, Welfare Coordinators and Attendance Officers. This team, in conjunction with the wider school, provides a holistic approach to meeting the needs of all students at the academy. 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, socioeconomic background, personal circumstance, special educational need or disability. We do whatever it takes for as long as it takes.

We work collaboratively and proactively as a team, to ensure that all students are provided with the support, advice and guidance to enable them to make progress and thrive. Staff members can be contacted via the academy's main phone number (0161 998 3992) and by asking for them by name or by role (see below).

Inclusion Team: Key Contacts

Vice Principal – Culture and Ethos & Designated Safeguarding Lead	Sarah Murdoch
Assistant Principal – SEND Learning and Teaching and SENCO	Paula Etheridge
Assistant Principal – Behaviour	Stephanie Morris
SEND Lead	Lisa Wood
Deputy Designated Safeguarding Lead	Leanne Maguire Rosei Nield
Academy Nurse	Samantha Divers
Director of Standards	Thomas Copey – Year 7 Chrissie Boden – Year 8 Charlotte Wood – Year 9 Lauren Sheldon – Year 10 Paul Morgan – Year 11
Higher Level Teaching Assistant: Learning Support	Lynne Hartley
Higher Level Teaching Assistant: Access to Learning	Rachel Brew-Butler



Mission, values and culture

At Dixons Brooklands Academy, we provide a first-class education to maximise students' opportunities to live fulfilling lives and make a difference in their community.

The highest of expectations delivers the best outcomes and improves the lives of young people, so we are relentless in our work with students and families, and this requires dedication and support from all members of our school community. We work hard, uphold our standards, treat everyone with kindness, and behind everything we do is the conviction that education and high expectations are the recipes for success.

The academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of work hard, have integrity and be kind, are at the heart of everything that we do. We value each other. We promote the hopes, qualities and achievements of every member of our community. We do the right thing because it is the right thing to do.

Teaching and learning

High quality teaching is at the heart of a truly inclusive curriculum. At Dixons Brooklands Academy, needs are met through a broad, balanced and relevant academic offer. There are three learning cycles per year, each using the assess-plan-do-review format, to ensure that every child is receiving an education, including intervention and prevention, that meets their individual needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say in their own learning

Staffing and timetable

Teaching staff are supported to meet the needs of all learners through high quality CPD and regular briefings to ensure they have the most up to date information about their students. Classroom teaching is further supported and enhanced by drawing on the expertise of the Inclusion Team. This includes a team of Learning Support Assistants as well as two Higher Level Teaching Assistants (HLTAs), the SENCO and SEN Lead. The academy also commissions a range of outside agency specialists who regularly spend time at the academy.

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 these situations, the Inclusion Team can provide more in-depth assessment in school 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.

Additional and different provision

Although we aim to ensure all students can learn and thrive as part of the main offer of our academy as much as possible, we also recognise that some children will need provision that is additional and / or different in order to succeed. For many of our students, provision of individualised resources such as coloured overlays, laptops or writing slopes, enables them to continue to access their learning, or it may be that 1:1 support is given by a Learning Support Assistant in some or all of their lessons. Further to this, our Inclusion team provide a range of 1:1 and group intervention, including some delivered by



outside agency specialists, that can support learners to develop the underlying skills they need, build confidence and become increasingly independent learners.

Assess, Plan, Do Review

At Dixons Brooklands Academy, underpinning all of our provision in school is the graduated approach cycle of 'assess, plan, do, review'. This approach 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 before the end of that cycle. Staff have two dedicated days of analysing student outcomes and using that information, plan the remainder of teaching for that cycle (mainly intervention). For all students, progress is assessed through a combination of 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 (INIP) or Individual Needs Inclusion Strategies (INIS). The INIP document breaks down a student's long-term targets 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 INIP is shared at the beginning of each assess plan do review cycle. All teachers work together to review these three times a year, sharing their feedback with the SEN Lead who then updates the INIP ready for the following cycle of which there are three. Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are opportunities for parents to review and contribute to the INIPs at parents' evenings and pre-arranged meetings with the SENCo and SEN Lead. Parents and carers can also contact the academy at any time to arrange a meeting with key staff for their child if they have a concern or wish to update the SENCo or SEN Lead.

Students with an EHCP will also have an Annual Review each year where members of the Inclusion Team, parents or carers, and other professionals, can review their outcomes and plan for the following 12 months. The academy combines information from the assess, plan, do, review process, along with their INIP (Individual Needs Intervention Plan), and any other professional reports that have been written over the course of that year, into the Annual Review meeting.

Long term targets can be agreed along with any relevant strategies and interventions. The academy, parents or carers, or professionals may also request an Interim Review at any point if there has been significant change or any concern. Similarly, parents or carers can request to meet less formally if they wish to discuss any aspect of the student's needs or provision.

Frequently asked questions

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

At the academy, we are committed to developing provision for the four broad areas of need listed in the SEND Code of Practice 0-25 (2015) and working to ensure that we serve a diverse and representative community. The four broad areas of need are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Physical and Sensory**



We work with each student as a unique individual and build provision, as well as developing our whole school approaches, in response to the students we have on role at the time.

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 SENCO 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 students with additional educational needs and other vulnerable learners supported when moving between phases of education?

At Dixons Brooklands Academy we recognise that a successful transition from primary school is the key to success and wellbeing for any learner. We implement a rigorous and supportive transition programme for all new learners to welcome them to the academy. An enhanced transition programme may be offered for particularly vulnerable students, offering a bespoke tailored programme of transitional support. This includes visits from key staff to primary school settings, transition meetings with the school SENDCo, SEN Lead or safeguarding lead, and parental meetings. Additional school tours and visits for the learner can be arranged. For learners with an EHCP, the SENDCo or SEN Lead may attend their year 6 transition Annual Review in order to ensure parent / carers are fully informed of provision at the academy, to receive the most up to date information about the child's individual needs and ensure that the provision laid out in the annual review document can be made in preparation for their arrival.

How are specialist equipment and facilities to support students with special educational needs secured?

We work closely 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. We seek appropriate expert advice when required and always work based on 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?



Focussed 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 the INIPs and INIS documents, One Page Profiles and EHCP summary information which are documents designed to inclusively support students with individual needs in lessons. The academy also provides staff training incorporated into induction, coaching conversations and targeted twilight training sessions. In addition to this, the SENDCo, SEN Lead, Higher Learning Teaching Assistants and Learning Support Assistants are available to support colleagues as they work with individuals and classes by sharing or signposting strategies to support learners.

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 targeted 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?

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 based upon the outcomes from school wide reading assessments. EKLAN (Speech and Language) training has been delivered to members of the LSA team. The SEN Lead and HLTAs are trained in Lego and Thrive therapies. Art Therapy is delivered by an LSA and 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.

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. For example, the Educational Psychologist has delivered therapeutic sessions to identified students. The Local Authority also provides a range of resources and opportunities for staff development and the academy considers these in relation to our current needs and engages accordingly. 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://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_young_people_with_sen_and_disabilities

The local offer for Trafford is:

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

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

Our pastoral team (Advisor, Director of Standards and Welfare Coordinators) 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 with Mental First Aid Training. We also have the support of a Learning Coach from the Manchester United Foundation. Students are taught about bullying through our Ethics curriculum sessions as well as assemblies and, where required, the additional support listed above.

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:

[SEND-Accessibility-Plan-2023-2026.pdf \(dixonsbk.com\)](#)

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 in order 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.

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.

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Parents / carers who wish to make a complaint or raise a concern, can contact the Principal, Mr James Haseldine. Dixons Brooklands Academy is committed to responding to the queries of parents / carers as soon as possible, in line with the SEN Code of Practice, and would encourage anyone with a concern to let us know at the first available opportunity. Any complaints to the academy would follow the standard complaints procedure for the Trust, details of which can be found by following the link below: https://www.dixonsat.com/uploads/files/Policies/120445_Complaints_Procedure-1.pdf

Where can I find further information and support services if I'm a parents / 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://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_young_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>

