

SEND Information Report and Local Offer

Introduction

At Dixons Marchbank, we welcome everybody into our community. The staff, Governors, pupils and parents work together to make the academy a happy, welcoming place where pupils can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our pupils. We strive to achieve this through the attention we pay to the different groups of pupils within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND offer allows pupils with a wide variety of special needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

Pupils want to come to school to experience our high quality learning provision. All pupil and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your pupil has special educational needs and / or a disability and you would like to know more about what we offer, please contact us on 01274 772154 or admin@dixonsmb.com

SEND coordinator: Mrs Esther Kirk

A copy of our SEND policy & Local Offer can be found on the website www.dixonsmb.com or from the office on request.

The kinds of special needs for which provision is made at the academy

We use the term “Special Educational Needs” if a pupil:

- has significantly greater difficulty in learning than the majority of pupil of his or her age in one or more areas of learning - academic criteria are adhered to when making a decision
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory, medical and physical conditions

Identifying Special Education Needs and support provided

If a member of staff feels they have a pupil who needs to be recognised as having a Special Educational Need, then they will liaise with the SENDCo to discuss the request, alongside acknowledging the descriptors and SEND pupils progress guidance grids, which is produced by the Local Authority. This process helps to ascertain where the pupil’s primary and secondary needs are. Referrals are also taken from parents and where this occurs the SENDCo will liaise with both the parent and class teacher.

At Dixons Marchbank, we outline the specific area of need of our SEND pupils using an SEND register which summarises their need and briefly outlines how the school will support them. All pupils who are deemed as having SEND will receive quality first teaching in class, with planning, differentiation and assessment by a qualified teacher. Those pupils who are assessed to have Quality First Teaching or SEND support needs (depending on their complexities), will have this as their main provision to address their underlying special need. Pupils who are assessed at SEND support or SEND Support + (depending on their complexities), may receive additional interventions such as Cherish group, Nurture group, additional reading, volunteers, P.E Nurture group, same day interventions, practical maths, vocabulary groups, and other appropriate interventions. A sensory room is also available for those pupils who would benefit from this type of provision. Pupils who have been assessed at EHCP level, have an Education Health Care Plan and personalised provision, which reflects the targets on their EHCP’s. Pupils who have EHCP’s normally have a degree of one to one or small group support, which has to be in balance with the pupil’s entitlement to work with peers and foster their independence.

The school has engaged the services of an Educational Psychologist and Speech and Language Therapist.



Working with parents

A successful partnership with parents is crucial to the success of any child, especially those with Special Educational Needs. The class teacher and the SENDCo are available to talk to parents to guide and support them to ensure the highest quality education is provided for their child. External specialists are also available to give advice to both staff and parents.

Our Parental Involvement Officer and learning mentors can also provide support for parents as needed. They can be contacted via the office.

Consulting pupils with SEND and involving them in their education

Our pupils:

- are encouraged to participate fully in the life of the school
- are expected to behave in a responsible and respectful way within the academy
- are encouraged to voice their suggestions as to how the teachers can help them to learn better
- are encouraged to become increasingly independent in line with their SEND needs
- understand the success criteria to enable progress to take place and celebrate their progress
- comment on how they feel they are progressing when their targets are evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment on the quality of their education, through pupil voice and regular online student questionnaires.

Transition between phases of education

Transition between phases of education whether that be within school or to a new school can be an emotional time for any pupil. This may be more disorientating and require greater preparation for SEND pupil. We work with new schools and teachers to ensure that the pupils and parents are fully informed when choices need to be made. Within school, we arrange for additional visits and transition meetings to familiarise pupils with staff members and environments. Additional advice from external professionals may be sought (as required), to smooth transition for both pupils and parents.

Record keeping

In order to help pupils with special educational needs, the academy will adopt a graduated response that recognises there is a continuum of special educational needs and may use specialist expertise to clarify the difficulties that a pupil may be experiencing. The academy will record the steps taken to meet the needs of individual pupils. The SENDCo will have responsibility for ensuring that the records are kept and available when needed. All records will be individually filed and kept securely.

There is also a Medical List to enable staff to be kept informed of any medical information. For pupils with severe allergies or asthma, there is a record in every classroom and shared area to ensure the correct medication is provided if necessary.

Statutory Assessment: Education, Health Care Plan- (EHCP)

When a pupil is assessed to need an EHCP, their needs must meet the threshold in accordance with Local Authority guidance and external professionals, (e.g. Educational Psychologists, Speech and Language Therapist, medical professionals, Paediatricians), must agree that the pupil meets the criteria stated in Local Authority guidance. The Local Authority will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangement put in place. This information will be included in a My Support Plan, which needs to have been in place for 2 terms, before applying for an EHCP. Parental input and consent for the EHCP is crucial and they will be part of the ongoing assessment process. The statutory time stated by the Local Authority for processing a request for an EHCP is 20 weeks.

It is sometimes necessary for pupils with an EHCP to have additional adult support working with them for specific activities or lessons to help them to access the curriculum at their level. Parents are made aware of the main adults who work with their children, but pupils are encouraged to be independent and to work alongside a range of peers and adults. The ultimate aim of this type of support is to enable the pupils to make as much progress as possible but also to ensure that they become independent future learners and do not become too dependent on the adults that work closely with them. The balance of priorities for the pupil will be discussed with parents at regular meetings (as needed), but a formal review will take place annually. The pupil themselves is central to the annual review process and will be invited to contribute. Their progress will be reviewed regularly and support/interventions adjusted as necessary following an evaluation of progress. Parents may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist or Speech and Language Therapist) if parents feel this is beneficial to them.

At Dixons Marchbank, we believe in a wholly inclusive and differentiated curriculum for pupils with a vast range of needs. There are times when pupils, who have an EHCP, may need to access additional provision such as Cherish, nurture group or sensory room provision as an alternative to classroom teaching.



The curriculum within the Cherish group, which is taught by a qualified teacher and learning support assistant, will be highly bespoke and tailor-made to support the complex and individual needs of the pupils. Although there will be an academic focus, the pupils within this group will be working largely on KS1 curriculum objectives and therefore the learning will occur in a cross curricular style learning style. Advice from external agencies will be sought and applied within Cherish, so pupils are able to work towards their own individualised targets.

Bradford's SEND Local Offer can be obtained from Bradford Council's website: <https://localoffer.bradford.gov.uk/Content.aspx?mid=2>

Inclusion

We make all amendments feasible to ensure that all our pupils are able to engage in the curriculum and extra-curricular activities.

Our sports coach takes additional sessions for some of the pupil on the SEND register who benefit from additional physical activity. We are co-located with a special school and use their pool, sensory room and signing choir for individual pupils based on the advice of professional partners.

We have a Cherish group, which ensures that learning for KS2 pupils is targeted and personalised. The group is taught by a fully qualified teacher and Learning Support Assistant, who liaise with class teachers and other members of the staff, to ensure that pupils' progress and mastery of basic skills is achieved.

Our SEND pupils are included on all educational visits and residential visits, where staff liaise with the location and partners to ensure their needs are met whilst taking a full part in activities.

We have a single year group on a second floor, which if need arises will swap with a year group below, to ensure accessibility throughout the building. Disabled toilets and a hygiene room with an adjustable changing table are also on site.

Social, Emotional and Mental Health

We are fully committed to promoting good emotional and social well-being through our Behaviour and Bullying policy. We acknowledge that pupils with SEMH may need a specific type of support and intervention dependent on their needs.

At Dixons Marchbank, we employ two full time qualified Learning Mentors who will specifically support pupils with emotional or behavioural difficulties, alongside supporting their academic progress. Staff within this team are qualified practitioners with the Nurture group network, play therapy, counselling, loss and bereavement, supporting children with autism. These pupils will be monitored and reviewed by the Learning Mentors, class teacher and SENDCo using assessments such as the Boxall profile. This is to ensure that the level of support provided, results in these pupils reaching their full potential both academically, socially and emotionally. This bespoke support package will include attendance to the nurture group and/or one to one support as needed. A sensory room is also available for those pupils who would benefit from this type of provision.

We also have qualified Mental Health First Aiders for young people and adults.

The SENDCO

At Dixons Marchbank, the SENDCo role is covered by Mrs Kirk, who is also a year 5 teacher. If you would like to discuss anything involving SEND with Mrs. Kirk, please call 01274 772154.

The Local Offer

- Bradford's SEND Local Offer can be obtained from Bradford Council's website: <https://localoffer.bradford.gov.uk/Content.aspx?mid=2>
- Our school's SEND policy is available from the website <http://www.dixonsmb.com/about/document-library>. The school office can provide a paper copy on request.

