SEND Information Report

Dixons Marchbank Primary

Last updated: Tuesday, 08 September 2026

SEND Information Report

Introduction

At Dixons Marchbank Primary, we believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, 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. We are committed to ensuring that every student 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 without support and structure.

We do whatever it takes for as long as it takes, when they need it and because they need it.

We work closely with 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 Marchbank, pupils with additional needs are supported by the SENDCo, Mrs Esther Kirk. If you would like to know more about what we can offer or discuss your child, please contact the school office on 01274 0899920 or sendco@dixonsmb.com.

We are committed to developing a truly inclusive school by ensuring that all Dixons Marchbank Primary students are able to access higher education, apprentiships or a real alternative, thrive in a job they love 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 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 Dixon Marchbank Primary's core values of commitment, team work and enjoyment. We work closely with the whole Dixons trust, 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, socio-economic background, personal circumstance, special educational need or disability.

At Dixons Marchbank Primary, all aspects of 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. 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 the 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 Discorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).

Values and culture

Dixons Marchbank Primary provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of are at the heart of everything that we do: commitment, team work and enjoyment. We have exceptionally high expectations for behaviour, to ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. 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.dixonsmb.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 students 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 that 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 have their say. Parents or carers of any student can request an additional phone or face-to-face conversation with a member of staff at any time.

Identification of needs

There are a range of ways in which a student may be identified as having additional needs. For some students, this happens through liaison with their parents or carers, and by receiving information from other professionals including the Local Authority SEND team prior to starting at the school. For most students, their needs are identified after they start at the academy. This could be based on teacher observation, learning mentor observation, in-class assessments and book work, or concerns raised by parents or carers or by the student themselves. In these situations, we are able to provide more in depth assessment by the SENDCo and a commissioned speech and langage therapist, as well as, where relevant, make referrals to other professionals for more speicalist 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 on the basis of need only and students do not require a diagnosis for additional and different to be put in place.

Additional and different provision

Although we maintain a focus on offering equality and inclusion as part of the main of everything that we do at the academy, we also recognise that some students will need additional and different from their peers in order 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. Provision to support student's socio-emotional and personal development is provided through discussions with the class teacher and the learning mentor and the SENDCo where necessary. It is bespoke to individual students' needs, drawing on the range of expertise we have within the academy and through strong connections with local authority and NHS professional teams.

Assess, Plan, Do Review

At Dixons Marchbank Primary, 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 then staff analyse student outcomes. They then use this 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 of formal testing, work they have completed in lessons and teacher observation, but for students who have been identified as having additional needs, this process is further supported through a learning plan. 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, where deemed necessary. The learning plans are reviewed by teachers and appropriate staff at the end of each term, as a minimum, and shared with parents and carers ready for the next term. Parents and carers have opportunities to meet with academy staff throughout each cycle. There are formal parents' evenings, 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 learning plans 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 concerns or can simply request to meet less formally if they wish to discuss any aspect of the student's needs or provision.

Dixons Marchbank Primary: Key Documents

Learning plan	**Learning 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.
SEN check list	A document outlining additional and different provision required in the classroom for all SEN pupils. This document is found in all classrooms.

Data

Students with additional needs currently on roll 2026-27 Sept		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication and Interaction (including ASC & SLCN)	EHCP		4 1 pending	7	2	6 2 pending	1		2
	SEN Support	4	5	4	5	7	7	4	2
Cognition and Learning (including MLD, SLD & SpLD)	EHCP								
	SEN Support						1	4	5
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP								2
	SEN Support							1	1
Physical and Sensory (including HI, VI & physical needs)	EHCP					1			
	SEN Support				1HI	1HI	1HI		

Frequently asked questions

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

The needs of all students at the Dixons Marchbank Primary are met through well designed, whole school systems and high-quality teaching. Flexibility, timely intervention and targeted, data-led differentiation are key to the success of all students and we understand that some children will need additional and / or different in order 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.
Further information can be found in our contribution to the Local Authority's SEND Local Offer https://localoffer.bradford.gov.uk/

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

Progress and attainment for all students is assessed three times per year as part of our whole academy cycle of teaching and assessment 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 us to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner.

How are students with additional needs and their parents / carers consulted in order to involve them in their education?

One of our key drivers is autonomy and we support and empower our students 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 us 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 SENDCo 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.

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

All pupils who join our nursery are seen by the Parental Involvement Officer, SENDCO or class teacher /practitioner before having their place confirmed in the Nursery. There are also opportunities to visit the Nursery through open mornings and a Teddy Bear's picnic. New starters in Reception will also receive a home or current setting visit and be invited to open day events. A transition day is arranged throughout KS1 and 2, where new classes and teachers spend at least one morning together. This is followed up by transition meetings

between teachers to share important academic and pastoral information. For those students with additional needs, additional transition may be arranged along with other resources such as a transition book with photos of their new teachers and classroom. In addition to this, appropriate training is provided for new members of staff to carry out their teaching, pastoral and any medical or health related duties for their new class. For those students leaving primary school, a transition club takes place once week for 20 minutes for the summer term, to alleviate and address any concerns or worries. Year 6 teachers along with the SENDCo (where necessary) will provide end of year information through the standard local authority forms and any relevant SEN in information will be shared. For students with an Education, Health and Care Plan, the SENDCo will ensure a transition meeting takes place with the SENDCo of the receiving school.

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

We work closely with the local authority SEND team and specialist teachers to ensure that 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 on the basis of ensuring individualised and small group provision is of equitable quality to the main offer and built in to 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?

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, coaching, and staff meetings. In addition to this, the SENDCo and learning mentor 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 SENDCo and learing mentor access additional training to support the needs of students with SEND to ensure that the needs of the current cohort are being prioritised at all times. We have a commissioned speech and language therapistm who works with us for one day a week, as well as a speech and language assistant, bringing expertise and specialist input into the school.

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 in order to ensure we are up-to-date with all available resources, opportunities and requirements. We have built a positive relationship with the LA SEND team. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: https://localoffer.bradford.gov.uk/

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

At Dixons Marchbank Primary, the socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. The school is the recipient of the School's Mental Health Gold Award and uses the framework to enhance provision for the whole school community. An example of this framework, includes a regular online questionnaire, filled in by KS2 students, to give them a platform to voice their own thoughts and opinions. This is then analysed by the SENDCo and Learning Mentor to target particular students or to address a problem area within a class or year group. There is a very clear behaviour policy and parents and carers are informed and involved in every step of the process. The learning mentor and Parental Involvement Officer support students and parents with any additional emotional and wellbeing support needed. The curriculum includes a comprehensive PSHCE program of study which covers all aspects of social, emotional and communication development and promotes supportive discussions around these topics. These aspects are further developed within key stage assemblies. In addition, regular pupil voice lunches and questionnaires are completed to gauge general patterns of wellbeing within the school. These are supported through the School Council, who meet regularly to discuss and recommend ways to improve the school.

Further information can be found on our bullying policy here:

https://www.dixonsmb.com/uploads/files/dixonsmb/Anti-Bullying-Policy.pdf?v=1650987964

https://www.dixonsmb.com/uploads/files/dixonsmb/DMB-What-to-do-Behaviour-for-Learning-2023.pdf?v=1684767659

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 admissions policy for a detailed explanation of how we achieve this:

https://www.dixonsmb.com/uploads/files/dixonsmb/DMB-Admissions-2022-23-Policy.pdf?v=1632216684

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

Dixons Marchbank Primary has level access or ramps to all areas of the interior (except for 2 classrooms upstairs) and exterior of the building but also understands that access is an ongoing pursuit. Year groups can be moved to accommodate any pupil difficulties in accessing the upstairs classrooms. 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, for example the Habilitation for Visually Impaired Students auditing team. All staff receive annual training, when necessary, on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a Personal Emergency Evacuation Plan (PEEP) in place.

Full details of our Access Policy can be found on our website at:

https://www.dixonsmb.com/uploads/files/dixonsmb/DMB-SEND-Access-Plan-23-26.pdf?v=1695742198

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

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.

How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care?

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. A learning mentor is available 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 principal and vice principal 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?

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/Complaints-Policy-and-Procedure-SEPT-23-final_2023-11-15-085412_nfeb.pdf?v=1700038451

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://localoffer.bradford.gov.uk/Content.aspx?mid=29

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

Parents and carers can contact the academy at any time to discuss their child's needs and provision.

A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: https://localoffer.bradford.gov.uk/

SENDIASS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01274 513300 or at https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass