

# **SEND Information Report 2024/25**

## **Dixons Music Primary**

**Responsibility: SENCo**

**Last updated: Monday, 02 December 2024**

# SEND Information Report

## Introduction

At Dixons Music, 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, 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. We are 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 without support and structure.

At Dixons Music, students are supported by the Mountain Rescue team which consists of SENCo, an in-house Speech and Language Therapist, an in-house Music Therapist, an Intervention Lead, Family Support Worker and a team of teaching assistants and GCTs. We do whatever it takes for as long as it takes, when students need it and because they need it.

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 drivers of autonomy, mastery and purpose, and the core values of hard work, independence and enjoyment.

We work closely with class teachers, 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.

At Dixons Music, 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.

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.

## Key contacts

<b>SENCo/ Vice Principal</b>	Laura Payton
<b>Head of School</b>	Nicola Morrissey
<b>Assistant Principal/ Behaviour &amp; attitudes Lead</b>	Sarah Littlewood
<b>Assistant Principal/ Phase 2 and PD Lead</b>	Humaira Batool
<b>Assistant Principal/ Attendance and Phase 1 Lead</b>	Farzana Afshan
<b>Family Support Worker</b>	Anya Longbottom
<b>Speech and Language Therapist</b>	Preeti Nirmal-Kant
<b>Music Therapist</b>	Rosie Hayes

## QUICK LINKS

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[Outcomes](#)



## 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)

## 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 highly tailored 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 have their say as well as work on a project autonomously (Stretch). Parents/carers of any student can request an additional phone or face-to-face conversation with their child's class teacher at any time by calling 01274 089870.

## Staffing and timetable

At Dixons Music, we are extremely routines based; the timetable is highly tailored around high quality teaching and more time for effective feedback. In EYFS and Year 1, all students are set by phonic ability and taught in small groups for literacy. Group sizes range from 6 to 25 pupils. Across the academy, the most experienced teachers teach the lowest attaining groups. In order to ensure a high quality learning experience for the most vulnerable learners at Dixons Music, the learning environment in each classroom is tailored to their needs, for example, it is necessary for a number of students to have individual workstations 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 use consistent visuals in the classroom and provide a vocabulary rich environment to promote good 'talk' and vocabulary development.

In addition to this, students who require intervention follow bespoke programmes during our daily intervention slots that are taught by additional teachers and trained support staff. These interventions include, but are not limited to, Hamish and Milo (an SEMH intervention programme), Precision Teaching, Alphabet Arc, the NELI programme and Talk Boost.

## 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 nursery provider, 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, we are able to provide more in depth assessment provided by the Mountain Rescue 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, where appropriate, 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.

To raise a concern about your child, we would encourage you to speak to your child's class teacher in the first instance.



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

## 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 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 students' socio-emotional and personal development is provided through Mountain Rescue and 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 Music, 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 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).

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 class teachers review and update them after week 10, with the support of the Mountain Rescue Team.

Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are formal parents' evenings twice a year but parents and carers can also contact the academy at any time to arrange a meeting with key staff if they have a concern about their child.

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

<b>INIP</b>	<b>Individual Needs Intervention Plan</b> 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 progress with teachers, students and parents.
<b>INIS</b>	<b>Individual Needs Inclusion Strategies</b> Key strategies by need type to support teachers to manage their classrooms and lessons as inclusively as possible.
<b>IHCP</b>	<b>Individual Health Care Plan</b> 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 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 that are starting the academy in reception have a settling in session in the first week of the autumn term, students with additional needs may be given additional settling sessions to support their transition. Following the settling in sessions, students have a staggered start, building up to completing full days by the end of the week. All families receive a home visit from our Early Years staff during their transition into school.

All students that are transitioning to secondary school have at least one transition day in the summer term. Our Family Support worker delivers a carefully planned package of support for students with additional needs that takes place over a number of weeks during the summer term to ensure they have a successful transition to secondary school.

There are at least two transition days in July where all students move to their new classes to ensure relationships and routines are established before the new academic year. Students with additional needs may access additional transitional work in the summer term, this may include, but is not limited to, additional check-ins with their new class teacher, additional opportunities to visit their new classroom or a bespoke transition book that can be shared at home with parents/carers.

## Collaborative working with families and supporting agencies

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. We hold regular parent/carer coffee mornings and Stay and Learn sessions where guest speakers e.g. sleep practitioners, therapists and the nursing team share advice and support for families alongside SLT in a relaxed and friendly environment. Parents can contact the academy and arrange a meeting or phonecall 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 SENCo 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, their plan is reviewed and shared with parents every cycle, this details how their child is progressing with their individual targets.

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/>

## Successes and next steps 2024/25

Last academic year, we had a focus on CPD for staff both in-house and through specialist teachers and external providers. Examples of training delivered include; the use of visuals to support learning, workstations, autism and emotional regulation, Alphabet Arc and Prescion Teaching. In summer 2024, we expanded the support of a trained Music Therapist to offer bespoke support to more students and families.

A contextual issue facing schools in Bradford, is the shortage of special school places, as well as places in resource provisions. As a result of this, the academy is facing a growing number of high need students. Throughout the next year, the academy will focus on collaboratively working with the Local Authority, the Special School Outreach programme, parents/carers and specialist settings to better support the students directly affected by this issue.



## Outcomes 2023/24

100% of students with SEND passed the phonics screening check in 2024, compared to 44% nationally.

60% of students with SEND in Reception achieved a Good Level of Development in 2024 compared with 19.7% nationally.

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

## Frequently Asked Questions

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

The needs of all students at the academy 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.

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 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 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 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 phonecall 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 SENCo 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, Score Cards or Report Cards are shared with parents every cycle and detail how their child is progressing with their individual targets.

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

We work closely with the LA SEND team and specialist teachers 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 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 the weekly staff CPD schedule, staff induction, peer coaching, and weekly practice sessions.



In addition to this, the SENCo and Mountain Rescue team are available to support with individuals and classes. 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 during 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 Mountain Rescue team access additional training to support the needs of students with SEND. In addition to this, we have a number of part-time professionals who work with us either for a half or full day every week, bringing expertise and specialist input to the Mountain Rescue team. This currently includes a Music Therapist and a Speech and Language Therapist.

#### **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 representative from Dixons Music Primary 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.

Further information can be found in the Local Authority's SEND Local Offer [here](#).

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

At Dixons Music, 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, there is an intervention programme that supports basic skills such as turn taking and self-regulation.

Pupils with additional needs may have a 'Belay Team', this is a team of trusted adults that support the students sense of stability and belonging. Each Belay Team has an SLT member who acts as the 'link' between school and home.

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 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.

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

Dixons Music has level, ramp or lift access to all areas of the interior and exterior of the building but also understands that access is an ongoing pursuit. 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 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 Accessibility Policy can be found on our website [here](#).

#### **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. 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 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 SENCo 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.

**Where can I find further information and support services if I'm a parents / carers 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>

Support and information for the families of children with SEND can be found by contacting your local [SENDIASS service](#)

