



Dixons Kings Academy

SEND Information Report 2017-2018

SEND Information Report

Most frequent questions	
<p>1. What kinds of Special Education Needs and Disabilities (SEND) are provided for at Dixons Kings Academy (DKA)?</p>	<p>DKA provide support for students across the four areas of need as laid out in the <i>SEN Code of Practice 2014</i></p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs
<p>2. How do DKA know when students require extra help?</p>	<p>Students are identified and assessed as having SEND by:</p> <ul style="list-style-type: none"> • Information passed on from primary and previous schools • Regular analysis of progress data • Referrals from staff as a result of observations and teaching • Parental concerns • Feedback from observations and/or assessments performed by specialist services
<p>3. How does DKA support students with SEND?</p>	<p>The core values – integrity, diligence and civility – and inclusive ethos of DKA ensures support from staff and students. Sometimes it may be necessary for students to have additional support to enable them to progress and achieve outcomes. This can be academic or social and emotional outcomes. We do this by:</p> <ul style="list-style-type: none"> • High quality teaching with differentiation in all classes • Learner Support Assistants in classrooms • Personalised learning programmes • Peer support • Social stories • Educational Psychology • Counselling • Student centred planning • Small group and individual teaching sessions • Student Profiles • Access Arrangements in exams where appropriate
<p>4. How does DKA evaluate the effectiveness of provision for SEND students?</p>	<p>Students are continually monitored and assessed. Key Stage 3 (KS3) against the Dixons Uniform Percentage and Key Stage 4 against Progress 8. During 3 assessment cycles, teachers will formally analyse and report on the progress of all students. DKA will also publish:</p> <ul style="list-style-type: none"> • Progress and evaluation is reported to <i>Board of Governors</i> by member responsible for SEND • Quality Assurance by SLT, HoF and external agencies
<p>5. How will parents/carers know how their child is doing at DKA?</p>	<ul style="list-style-type: none"> • DKA invites parents/carers to attend Parents Evening • Communication from form tutors and class teachers • Where a student is identified as having additional needs, a key worker will be allocated who acts as a point of contact.

<p>6. How do DKA know how students are doing in classes?</p>	<p>The Inclusion Team regularly observes students, works together with specialist services and parents to plan for the future. Arrangements can include:</p> <ul style="list-style-type: none"> • The graduated response – <i>assess, plan, do, review</i> • Outcome focussed provision mapping • Student centred meetings • Parental meetings • Data monitoring • SENDCO Meetings • EHCP Review Meetings
<p>7. How are social, emotional and mental health supported?</p>	<p>DKA place a strong emphasis on developing students awareness of their own and others needs and feelings. This is done through:</p> <ul style="list-style-type: none"> • Assemblies • Morning line up <p>Students are also supported by:</p> <ul style="list-style-type: none"> • Social skills intervention • Self-Referral Counselling Service • Student Centred Approach • Student Council • DKA positive behaviour policy • Link educational psychologist <p>Parents/carers are supported by:</p> <ul style="list-style-type: none"> • CAF Meetings • Student Centred Approach • Attendance Team • School Nurse • Child and Adolescent Mental Health Service (CAMHS)
<p>8. What training is available for staff supporting students with SEND?</p>	<p>The Special Education Needs Co-Ordinator has completed the National Award for Special Educational Needs Co-Ordination and is registered with the British Psychological Society as a specialist assessor.</p> <p>Staff complete undertake weekly professional development to ensure they are fully skilled to support all students effectively.</p> <p>Staff training completed the previous academic year consists of:</p> <ul style="list-style-type: none"> • Supporting visually impaired students • Active Literacy interventions • Supporting students on the autistic spectrum • Supporting students with hearing impairments • Accelerated Maths interventions • Understanding the needs of our students
<p>9. What specialist service and expertise are available at DKA?</p>	<p>DKA use a range of specialist agencies to support students where required.</p> <p>Local Authority:</p> <ul style="list-style-type: none"> • Autism Spectrum Team

	<ul style="list-style-type: none"> • Speech and Language Therapists • Cognition and Learning Team • Support Team for Deaf Children • TRACKS • Teacher of the visually impaired • Educational Psychologist • Counsellor <p>Health:</p> <ul style="list-style-type: none"> • School Nurse • CAMHS
<p>10. What social, before school and afterschool activities are available for students with SEND and how can I find out about them?</p>	<p>At DKA all students are able to access all activities. There are a wide range of activities including: Homework club, Film Club, and Karate as well as many others. In addition, there are interventions that take place throughout the school day for the specific needs of SEND students.</p>
<p>11. Who should I contact if I want to find out more about the way that DKA supports students with SEND?</p>	<p>The SENDCO is Mr Jamie Benson. Please contact the Academy to make an appointment if you have any questions or concerns.</p>
<p>12. What happens if my child needs specialist equipment or other facilities?</p>	<p>All day to day teaching areas are fully accessible for all students including those with SEND. The Academy may provide additional SEND equipment where appropriate and in consultation with specialist agencies.</p> <p>Disabled toilets are located on the ground and first floor for students and the building is wheelchair accessible. There is a lift which students can access.</p>
<p>13. How will DKA prepare and support my child transfer to a new school or between age phases?</p>	<p>Between primary and DKA:</p> <ul style="list-style-type: none"> • Primary school visits by the DKA SENDCO • Yr7 transition meetings • Additional visits by the Yr6 student to DKA for orientation • Meet key staff • Student Profile <p>Between academic years:</p> <ul style="list-style-type: none"> • Meet new staff • Visit new classrooms • EHCP Annual Reviews <p>Between DKA and post-16:</p> <ul style="list-style-type: none"> • Additional transition visits • SENDCO to meet with Post 16 Inclusion Team to discuss student • Integration meeting
<p>14. How are resources allocated and matched to students with SEND ?</p>	<p>The Principal and SENDCO ensure that students with SEND have the resources required to make good progress and be fully included in Academy life.</p>

	<p>If a student is eligible for an Education, Health and Care Plan (EHCP) there is additional funding allocated. This must be used to fund the agreed plan.</p>
<p>15. What adjustments are made so students with SEND can achieve and learn?</p>	<p>Subject teachers use different teaching techniques in learning to engage students as advised by the SENDCO. All students with SEND have a <i>Student Profile</i> which highlights their learning need and strategies to support them. We also offer:</p> <ul style="list-style-type: none"> • Personalised curriculum • Practical resources • Adult support in lesson
<p>Who can I contact for more information? Mr Jamie Benson (SENDCO) – 01274 449706 The Bradford local offer can be found at: https://localoffer.bradford.gov.uk/</p>	