

# **SEND Information Report 2024/25**

## **Dixons Croxteth Academy**

**Responsibility: Mrs Gabrielle Kelly - SENDCo**

**Last updated: Tuesday, 05 November 2024**

# SEND Information Report

## Introduction

At Dixons Croxteth, 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 Croxteth, students are supported by...

### Key contacts

<b>Assistant Principle in Charge of SEND, Safeguarding and Designated Teacher of Children in Care</b>	Mark Little <a href="mailto:mlittle@dixonscr.com">mlittle@dixonscr.com</a>
<b>SENDCo</b>	Gabrielle Kelly <a href="mailto:gkelly@dixonscr.com">gkelly@dixonscr.com</a>
<b>SENDCo Administrator</b>	Clair Burke <a href="mailto:cburke@dixonscr.com">cburke@dixonscr.com</a>
<b>SEND Learning Support Assistant</b>	Miriam Palop-Hidalgo <a href="mailto:mpalop-hidalgo@dixonscr.com">mpalop-hidalgo@dixonscr.com</a>
<b>Emotional Literacy Support Assistant</b>	Dan Stevenson <a href="mailto:dstevenson@dixonscr.com">dstevenson@dixonscr.com</a>
<b>Trust Assistant Principle in Charge of SEND</b>	Amanda Harrison <a href="mailto:aharrison@dixonsat.com">aharrison@dixonsat.com</a>

## 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 hardwork, integrity and fairness are at the heart of everything that we do; we never give up, we do the right thing and we are always professional.

Quiet partner corridors, exceptionally high expectations for behaviour, attitude to learning, amongst other things, ensure a safe and supportive experience for all students without the need for additionally or difference for vulnerable learners. Further information on our values and culture can be found on the academy website: [www.dixonscr.com](http://www.dixonscr.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)

Our aim is that, by committing to constantly improving and developing our classroom practice, we will be able to meet most needs our students have through our main timetable and routines. This means ensuring that our teaching staff have the knowledge and skills that empower them to teach inclusively, and carefully considering our curricula and classroom practice (including how we adapt our teaching to meet a range of needs, and how we support and intervene when needed), so that children can learn in their classrooms and alongside their peers. For most students, this will enable them to succeed in their education and beyond, but we also recognise that some students will need provision beyond the classroom. High quality classroom teaching and whole academy routines provides the foundation and starting point for all of our students, and we are then able to build on this to provide the targeted group work and specialist, sometimes individualised, provision that some students need. Examples of strategies used by our teachers across all subjects and year groups include (but not limited to): visually supported 'learning modes' that enable all



students to understand what is expected of them; carefully rehearsed classroom routines for a consistent approach in the learning environment; analysis of class data to identify students requiring in class intervention to close known gaps and weekly CPD based around well-established teaching pedagogy from Doug Lemov's the Teach Like a Champion.

## Staffing and timetable

In order to ensure a high-quality learning experience for the most vulnerable learners at Dixons Croxteth Academy, the timetable is differentiated to allow a more focussed and tailored learning experience for our currently lower attaining learners. The students are set according to attainment for English and for maths and these groupings are reviewed on a cycle by cycle basis. Students who need additional literacy and numeracy intervention will access group support through an intervention timetable which is created on a cycle by cycle basis.

Learning is scaffolded to ensure that the currently lower attaining students develop their conceptual understanding of key ideas. Further to this, in all lessons teacher led interventions are built into the lessons, enabling teachers to ensure that same day interventions are planned and carried out using formative assessment to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining are supported to make accelerated progress in order to close the gap in attainment

## 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 through 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 addition, a report or referral may be obtained from an external professionals. Any concerns raised will then be investigated fully by the SENCO. This would initially involve a thorough analysis of up to date progress and attainment data alongside current provision before referring to outside agencies if needed. All provision is made on the basis of need and students may not require a diagnosis for additional support to be put into place. Some provisions, may require a medical diagnosis for certain provisions to be put into place. To raise a concern about a student, please contact by calling 0151 5463134 and asking for the SENCO.

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	0	0	4	0	1
	SEN Support	16	12	10	3	8
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	0	1	0	0	0
	SEN Support	7	9	3	2	1
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	0	2	0	1
	SEN Support	10	11	13	4	2
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	0	1
	SEN Support	1	2	2	0	0

## Additional and different provision

Although we maintain a focus on offering equality and inclusion as part of the heart 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.

Any provision that is additional to or different from our whole academy timetable and routines will be built around specific students' needs and so varies over time and between year groups, but is delivered by experienced practitioners working in established specialist teams within the wider SEND team. The Intervention Room is a calm, quiet space where identified students can visit at allocated times of the day to receive support for their needs. This may range from 1:1 work on mental health to small group work



delivered by one of our learning support assistants to more bespoke external agency group work from one of our many providers.

In addition to the above the SEND team can provide a range of other support and intervention based on individual students or groups within the academy's needs, for example IDL (literacy & numeracy intervention), support with equipment such as coloured overlays or hearing aids, access to word processors, and 1:1 support for individualised intervention outside of the classroom.

## Assess Plan Do Review

At Dixons Croxteth Academy, our 'assess plan do review' processes are embedded into our whole academy routines and day to day practice, with SEND students prioritised in order to ensure their provision and support is effective. All staff are aware of students' individual needs through the INIS (see below) documents and regular, child-centred CPD. Students with SEND are prioritised in department and class level intervention planning, ensuring they are considered first for interventions and opportunities, and that the strategies they need are embedded in classroom practice.

For any student accessing a specific intervention or provision, for example IDL or 1:1 support, a clear baseline is established at the beginning of their involvement and progress is measured both within the intervention and how it impacts on the student beyond the intervention itself. This will be different depending on the intervention, but could include observation, student or staff voice, analysis of academic outcomes, or improved attendance.

For students with the greatest amounts of 'additional to or different from' provision, including those with an EHCP, their needs will be monitored through an INIP (see below). This enables us to work collaboratively and consistently on their key skills and targets across all lessons and a range of interventions. The INIP ensures that the most current information and strategies are delivered to all staff working with a student, that the student has opportunities to work towards their current targets in different ways and with different people, and that all stakeholders contribute to the review process.

## Key Documents

<b>INIP</b>	<b>Individual Needs Intervention Plan</b> Individualised document (similar to the more common IEP, Individual Education Plan) detailing the targets and strategies for a specific student, so that all staff can work collaboratively to support the student to achieve their personal priorities for each cycle. Designed to enable teachers and support staff to meet need and provide meaningful feedback in order to contribute to review.
<b>INIS</b>	<b>Individual Needs Inclusion Strategies</b> Key strategies by need to support all teachers to manage their classrooms and lessons as inclusively as possible; with lists of students who benefit from the strategies directly as well as links to sources of further information and support for staff. Designed to link directly into whole academy routines and embed inclusive practice into day to day practice for all staff.
<b>INIM</b>	<b>Individual Needs Intervention Medical</b> When available, for students with medical needs, a copy of the their NHS Care Plan will be held in school and followed in order to ensure their safety and wellbeing. When the NHS Care Plan is not available, or the student does not have one but the academy and family agrees that a care plan would be beneficial, an INIM will be written. This will be developed collaboratively with families and, wherever possible, medical professionals

## Transition

A successful transition from primary school 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. Student information sheets are completed by the primary schools and received by the academy towards the beginning of the summer term. There are transition days for all secondary students at the beginning of July each year, and additional transition visits are arranged for vulnerable students. Liaison with primary, outside agencies and parent / carers is arranged for any student with additional needs. For students with an Education, Health and Care Plan, the SENCO would attend their Year 6 transition Annual Review in order to ensure families were fully informed of provision at the academy, to receive the most up to date information about the child's individual needs and that the provision laid out in Annual Review document could be made available in preparation for their arrival.

For students with an Education, Health and Care Plan, the Annual Review immediately prior to their taking KS4 options would be a transition review and ensure that the best provision was put in place for the students KS4 pathway.

## Collaborative working with families and supporting agencies

Dixons Croxteth may involve specialists/ professionals from outside agencies to advise them on early identification of SEND along with effective support and intervention methods. Where a student continues to make less than expected progress, despite support and interventions that are matched to the students' needs then the school may consider involving specialists including those from outside agencies. The SENCO can liaise with specialists and outside agencies to ensure the students' needs are met. Outside agencies and specialist services include:



- DAHIT (Deaf and Hearing Impairment Team)
- SENISS (Special Educational Needs Inclusion Support Services)
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services)
- Education Psychology Team
- Gypsy Roma Traveller Outreach and Inclusion Team
- Social Care Services
- St Giles Trust
- Barca
- STARS (Specialist Teachers Autism Response Service)
- Cluster
- Occupational Therapy
- SALT (Speech and Language Therapy)

To facilitate working with families the SENCO is available to attend all parents' evenings and transition events and in addition to this:

- Phone calls home if any concerns arise
- Parents can contact school at any time with any concerns
- Annual review meetings
- SENCO available to discuss SEN needs

Head of Years, Class Teachers and Form tutors available to discuss subject specific concern

## Successes and next steps 2024/25

Dixons Croxteth is striving to increase all opportunities for students to improve their outcomes and to live happy and purposeful lives. Last academic year, some of our successes include:

- Increased funding for SEND
- Re-structured SEND team
- Reviewed Provision Overview
- Introduced a new, more robust graduated response process
- Changed our approach to SEND CPD for all staff to be more responsive to the current needs of our students
- Robust review of our SEND Register
- Increased collaboration with external agencies

## Feedback and complaints

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 Trust, details of which can be found by following this link:

<https://www.dixonsat.com/about/policies>

## Frequently Asked Questions

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

At Dixons Croxteth Academy we recognise that every child is unique and will have varying degrees of need. We work closely with families and external agencies to identify a package of support bespoke to the individual. All student will have access to all aspects of academy life, high quality teaching and immerse themselves in our culture and ethos. Staff use student data to identify areas of strength and plan interventions for areas of development. On a cycle by cycle basis, student's provision is reviewed via the graduated response.

Further information can be found in our contribution to the Local Authority's SEND Local Offer: [SEND Local Offer | Liverpool Family Information & SEND Directory](#)



### **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 class based intervention put in place, for any student who has not made expected progress in that period of time. Further additional interventions can be put into place if needed. 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?**

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 parent feedback meetings with keyworkers or other identified staff. Parents 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 Education, Health and Care Plan, the SENCO 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 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 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 ensure 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 and coaching. In addition to this, the SENDCo and the Intervention Team 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 the academy, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists, and their feedback will be shared with all staff so that it can be incorporated into their everyday practice. Staff use INIP, INIS and INIM to gain insight and follow suggested strategies as part of the graduated response.

### **What additional expertise and training do staff have in order to support students with additional needs?**

Dixons Croxteth provides high quality CPD relevant to our setting and delivered to all staff. Where specialist knowledge is required, Dixons Croxteth will ensure that a designated member or members of staff will undertake relevant training from an established provider. 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 Intervention Team access additional training to support the needs of students with SEND through their key worker roles, which are reviewed annually to ensure that the needs of the current cohort are being prioritised at all times. At present, we have key workers for Autism, for sensory impairment, and an Emotional Literacy Support Assistant. 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 child psychotherapist, a youth worker, a safer schools police officer, and additional educational psychology time.

### **How does the academy work collaboratively with the local authority and other outside agencies?**

Dixons Croxteth works closely with the Local Authority and external agencies and their 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 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.

Through agreed appointment, specialist teachers and practitioners meet with students on a 1:1 or small group basis or indeed as part of a wider professionals meeting.

Agencies that Dixons Croxteth can seek support from a listed (but limited to) Collaborative working with families and support services section within this document above.



Further information can be found in the Local Authority's SEND Local Offer: <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

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

At Dixons Croxteth Academy, the socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. The advisory system (small pastoral groupings for registration), DEAR (daily reading), student leadership opportunities, the values driven culture, and our Behaviour for Learning policy are just some examples of how we support student wellbeing. The SEND team provides a drop-in service that any student can use to access support and guidance from our mentor team or one of our specialist staff, including a ELSA, Schoolnurse, Safer Schools officer, educational psychologists and an EAL support staff. All students receive weekly Personal Development Studies (PDS – sometimes known as PSHE).

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

Dixons Croxteth Academy is on 3 levels. It therefore has 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 Plan can be found on our website.

### **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.

### **How does the academy ensure that it is meeting the needs of students with additional needs who are also in looked after child care (LAC)?**

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 SEND 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 SENDCo or the DSL 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 with colleagues

### **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 Liverpool can be found in Liverpool Local Offer at: [SEND Local Offer | Liverpool Family Information & SEND Directory](#)

Other important contacts:

**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:

**SENISS** exists to provide quality support to children and young people with special educational needs, in order to promote their inclusion within mainstream schools and nursery settings, to enable them to achieve their full potential. [SENISS | Liverpool Family Information & SEND Directory](#)

