

SENCO: Mrs J Booth

Deputy Head with responsibility for SEND: Mr I Makin

Contact: 0151 235 1620

Local Offer Contribution: http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=DG_Tfzdji48

The academy's college's SEND Policy and Accessibility Plan can be viewed through the academy's website.

Paper copies of both documents are also available on request.

Our approach as a school

At Croxteth, we have many minds but one mission: to ensure all students succeed at university, or a real alternative, thrive in a rewarding career and have a purposeful and happy life.

Our core values of respect, integrity and determination permeate all that we do. From the moment a student arrives at Dixons Croxteth Academy, we ask them to live these values:

Hard Work: We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Integrity: We do the right thing because it is the right thing to do. We do this even when people are not watching.

Fairness: We play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

We also focus on three key drivers: Mastery, which is the drive to get better at things that matter; Autonomy, or the drive to direct our own lives; and Purpose, which is the drive to connect to a cause larger than ourselves. We clearly communicate our mission, values and drivers throughout every day so that the whole school community know the purpose of everything that we do. We know why we move around school in the way that we do, we know why we wear our uniform in the way that we do and we know why we look at the speaker in all of our lessons.

Through rigour, simplicity and a relentless focus on success, all students work hard every day to climb the mountain to university or a real alternative.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Types of SEN and disability that are provided for within the school and how students are supported

When we consider a student's additional needs in relation to SEND, they are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Students with additional needs in this area include those with speech, language and communication difficulties and those on the Autistic spectrum (ASC). This academic year students with a need in this area have:

- Students in Ks3 and 4 with a diagnosis of ASC (and/or an EHCP) have continued support through Social Skills Intervention. As do those students who are on the Neurodevelopmental Pathway awaiting assessment
- Access to advice and guidance specialist practitioners within SENISS and Advanced Solutions for students with ASC
- Parents and students sign posted to external organisations for more specific support, for example ADDvanced Solutions or the ASC Training Team
- Where necessary school will make referrals to external agencies such as SALT to support students with language difficulties

2. Cognition and learning

Students with additional needs in this area include those with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD) which includes Dyslexia, Dyscalculia and Dyspraxia.

- Interventions to support difficulties with cognition and learning are done so in a range of, not all are exclusively for students with SEND
- Some interventions are based within faculties and are in the form of scaffolding and personalised curriculums
- Other interventions are facilitated by the LSAs and include interventions for students in reading age two years below their chronological age and EAL pupils
- Students with SEND related to their learning will be supported via small group timely interventions and/or a 1-1 basis
- Where necessary school will make referrals to external agencies to support students with learning difficulties

3. Social, emotional and mental health

Students with additional needs in this area include those with Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Attachment Disorder, Depression, Eating Disorders, Self-harm and other mental health difficulties.

- We liaise with health professionals, CAMHS, YPAS and community paediatricians
- Students with or awaiting a diagnosis of ADHD have access to small group intervention to support their needs
- Where necessary school will make referrals to external agencies to support students with social and emotional well-being concerns

4. Sensory and/or physical needs

Students with additional needs in this area include those with Hearing Impairments (HI), Visual Impairments (VI) and Physical Disability (PD).

- We liaise and work with Liverpool's sensory service for hearing and visual impairments
- For students with physical needs we liaise with health professionals, physiotherapists and occupational therapists to ensure that needs are met both in and around the school
- We endeavour to make reasonable adjustments where needed and are advised upon

The academy Accessibility Plan details how the school prevents disabled students from being treated less favourably than other pupils, in terms of access to the building and facilities, access to the curriculum and other information.

Procedures for identifying young people with SEND and assessing their needs

There is a variety of information that is used to determine whether a student has additional needs; these include:

- Primary transition information and KS2 data
- Base line testing completed by subject areas and Cognitive Ability Tests at the beginning of year 7
- Reading/Spelling Age tests.
- Subject teacher referrals
- Specialist assessments by external services
- End of term assessments
- Parental concerns

Arrangements for consulting parents of young people with SEND and assessing their needs

We work with parents in supporting the needs of their child in a number of different ways. These include:

- Offering individual appointments to discuss specific issues about a young person's needs and/or progress. Parents are encouraged to contact school should they have any concerns
- SEND Review meetings, pupil focus meetings with Pastoral staff/Heads of Faculty
- Annual Review Meetings of Education, Health and Care Plans (EHCP) are held each year with parents and for those transitioning
- Attendance at EHAT meetings for students with SEND.
- Parent's Evening
- Pupil Profiles are shared with parents
- Specialist services that are invited into school to support any young person that requires this level of support also feedback to parent

Involving students with SEND in their education

- Students are encouraged to attend their Annual Review meetings and EHAT meetings
- There is an expectation that students attend Parent's Evenings
- Students contribute to their own pupil learner profiles explaining what support works best for them
- Students are encouraged to engage with pupil voice activities
- Students are encouraged to join the school council team and attend extra-curricular clubs and activities

Assessing and Reviewing students' progress

At Dixons Croxteth Academy we follow the graduated approach of Assess, Plan, Do, Review.

- Progress is monitored closely throughout the year following data drops to ensure that teaching and/or interventions are having a positive impact
- Subject teachers are responsible for monitoring progress within the curriculum area highlighting any concerns to either the subject leader/ Head of Year/SENCo
- The SENCO and Heads of Year/faculties analyse data from across the curriculum to ensure progress is being made
- Assessments following interventions are used to monitor progress
- Assessments from external agencies are also used to review the progress of students

Supporting students moving between phases of education and preparation for adulthood

Year 7: During the summer term the SENCo attends a Transition event coordinated by the Local Authority (LA). This allows your child's primary school SENCo to share relevant information about your child's needs. In addition to this, the Head of Year 7 along with the SENCo visit primary schools to collect information on the students who are

beginning in September. Intake evenings are held in the academy which allow parents and students to meet with staff.

Year 9: There is an Options Evening held alongside Parent's Evening to give advice to students and their parents when choosing their new courses for KS4. Students in this year group with an EHCP have a focus discussion at their Annual Review meeting about the transition into KS4 which begins to look at preparation for adulthood.

Year 11: Sixth Form Information Evening and taster days are held to ensure students make the right choice for post 16 education. This includes support from careers guidance and visits to colleges/placements. The school's CIAG Officer liaises with the SENCo to ensure that students with SEND are given timely support and help with applying for appropriate college courses.

If students transfer to our school mid-year, every effort is made to ensure that information relating to SEND is passed on from the previous school. Equally if a student moves on to college following Year 11, we ensure that any information relating to their SEND is shared.

Our approach to teaching students with SEND, additional support and how staff are trained to support young people with SEND

Under the SEN Code of Practice, teachers are responsible and accountable for the progress and development of all students in their class and are encouraged to follow the Graduated Approach to identifying any potential SEN. At Dixons Croxteth Academy, high quality teaching is our first step in responding to students who have SEND.

On a day to day basis:

- Lessons are scaffolded to support the needs of all students to ensure access to the curriculum
- The school provides specialised equipment if required, which includes coloured overlays, pen grips, laptops, writing slopes etc.
- Interventions are put in place, as described at the beginning of this report for the different areas of need
- Teachers closely monitor progress and track this departmentally. They can express any concerns if they feel students are not making expected progress to their subject leader, SENCO or Head of Year
- Opportunities to share views and provide advice will be given to parents/carers which relates to their child's progress and how their needs can be met, in the form of parental meetings and annual reviews
- The academy's Teaching and Learning Policy clearly references guidance and support for students with SEND
- We may, with your consent, make referrals to specialist services (as required) to further support your child's needs

The curriculum is delivered to take account of the needs of the student and all staff have had training this year in whole school approaches to teaching and learning. In addition:

- The SENCO attends LA briefings to keep up to date with any local or national changes to SEN
- The school facilitates staff training from external agencies including the LA School Improvement Services
- Whole school SEND CPD is timetabled into the school calendar
- Teaching staff receive support and advice from external agencies

There are occasions when the support of external agencies is necessary. This may be to offer either academic or pastoral support. The list below shows the agencies we access to support students with SEND:

- Specialist support services from SENISS
- Specialist Support from ASC services
- Sensory Services for students with a hearing or visual impairment
- Educational Psychology Service
- Speech and Language Therapist
- Physiotherapists
- Occupational Therapist

- YPAS (Young People’s Advisory Services)
- Young Person’s We Are With You
- Education Welfare Officers
- Specialist medical advisors – school nurse, community paediatricians
- Early Help Hub – EHAT
- Social Services
- ELSA and SAFE Project Worker

Adaptations to the curriculum and learning environment

The curriculum is reviewed annually. Leadership and subject departments work to plan and implement an appropriate curriculum that meets the needs of all students. Regular curriculum meetings are held between subject leaders and SLT to review practice and impact. This is also done through line management meetings. Within the classroom specialist equipment is used as and when required and reasonable adjustments are made wherever possible to ensure that adaptations to both the curriculum and environment is accessible to all students. In line with statutory guidance, the school’s Accessibility Plan details how these changes are made and can be found on the school website. The curriculum is also adapted through differentiation, class groupings, intervention and resources. Where necessary, students may be assessed for exam access arrangements according to Joint Council Qualifications exam regulations.

Enabling students with SEND to engage in activities available to young people in the widercommunity

Our Accessibility Plan addresses the improvement of access to the curriculum, physical environment and provision of information sharing and communication.

- We offer lunchtime clubs to all students, with specific support available to students with SEND in the SEN area and the library
- All students take part in fundraising and charity work within the school
- All Year 7 students take part in an annual production hosted by the performing arts department
- All students are encouraged to take part in extracurricular clubs
- All students are encouraged to take up roles representing their year group such as student council reps

Support for improving emotional and social development

- There is a designated PSHE lesson within the timetable for all students which is taught by form tutors. The lessons are coordinated and planned by a teacher who has whole school responsibility for PSHE
- Visiting speakers are invited into school to promote health, safety and well-being issues
- Assemblies which focus on social and emotional well-being such as E-Safety and Cyber Bullying are regularly presented and revisited
- Heads of Year and form tutors are available if your child has any concerns or worries
- Supervised break and lunch spaces are available for those students who find unstructured times difficult

Evaluating the effectiveness of provision

Dixons Croxth regularly and carefully evaluates the quality of provision offered to all students, including those with SEND, across the whole school. This monitoring is done through regular curriculum review events that are calendared into the school year. This includes SEND DropIn sessions, work and book scrutiny, lesson observations and data analysis.

- The SENCO and Line Manager look at the effectiveness of provision via data, pupil and parental voice
- Parents are kept informed of developments and are encouraged to feed back their views
- Formal examination results are analysed against national results to look to improve best practice

Arrangements for handling complaints about SEND provision within the school

Discussions between parents and the academy are encouraged at all times, especially in order to resolve any issues at an early stage. In the first instance parents should contact their child’s Head of Year. If it is a matter related to SEND,

then parents should contact the SENCO.

If any parent feels that they need to contact the Headteacher, this should be done by contacting reception and arranging an appointment. All complaints are dealt with following procedures outlined in the academy's policies.

This report is written in the context of the following legislation and guidance:

Section 69(2) of the Children and Families Act 2014

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulation 2014.

Section 6 of the Special educational needs and disability code of practice; 0 to 25 years.

Equality Act 2010

Mental Capacity Act 2005

This report should be read in conjunction with the academy's SEND Policy, Accessibility Plan 2022-23, Equal Opportunities Policy and the Policy for Supporting Pupils with Medical Conditions.