

SEND Information Report: 2024-2025

Responsibility for review: SENDCo

Date of last review: September 2024



SEND Information Report

Introduction

The academy believes that the entitlement to a broad, balanced, coherent curriculum that is tailored to learners' needs is a right for all and should not be constrained by age, gender, faith, race, physical disability, special education needs 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, parental involvement and effective teaching appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students. The academy is 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.

At Dixons Trinity Chapeltown, Mountain Rescue is made up of the Vice Principal for Culture, Vice Principal for Quality of Education, Designated Safeguard Lead, Heads of Year (HoYs), Phase Special Educational Needs Co-ordinators (SENDCo), and a team of Mountain Rescue Mentors, Wellbeing Champion and graduate co-teachers. It provides a holistic approach to meeting the needs of all students at the academy. The Mountain Rescue team replaces several departments that would be found within a traditional school structure; SEND, medical / first aid, pastoral, behaviour, and safeguarding. This ensures a joined-up approach to meeting the needs of every child and the whole child. We do whatever it takes for as long as it takes, when they need it and because they need it. The SENDCo and the Mountain Rescue team also provide support for students with social emotional mental health difficulties.

The Mountain Rescue team can be contacted by calling the academy number (0113 5125510) and asking for any of the following people either by job title or by name:

Base Camp Peak Pioneer	Miss Youlton
Lower Peak Pioneer	Mrs Lee – Overton
Middle Peak Pioneer	Miss Duncan / Miss Hancock
Head of Year 7	Ms Iqbal
Head of Year 8	Mr Brown
Head of Year 9	Ms Nicols
Head of Year 10	Ms Akudi
Head of Year 11	Mr Badwal
School Nurse	Ms Barrett
Designated Safeguard Lead	Ms Labella
Vice Principal for Culture	Mr Heads
Vice Principal for Quality of Education	Mr Rand
Head of Primary	Ms O'Garro
Head of Secondary	Miss Hickey
Primary SENDCo	Ms Terrington
Secondary SENDCo	Miss Ellahi
Mountain Rescue Team	Miss Lawrence (Secondary Pastoral Mentor) Ms Chapman (Secondary Pastoral Mentor) Mr Howarth (Secondary Pastoral Mentor) Miss Jones (Wellbeing Champion) Ms St-Ange (Safeguarding and Wellbeing Officer) Ms Simpson (Safeguarding and Wellbeing Officer) Miss Minnikin (Primary Pastoral Mentor) Mrs Dufton (Primary Pastoral Mentor) Mr Konadu (Primary Pastoral Mentor and Sports Coach)



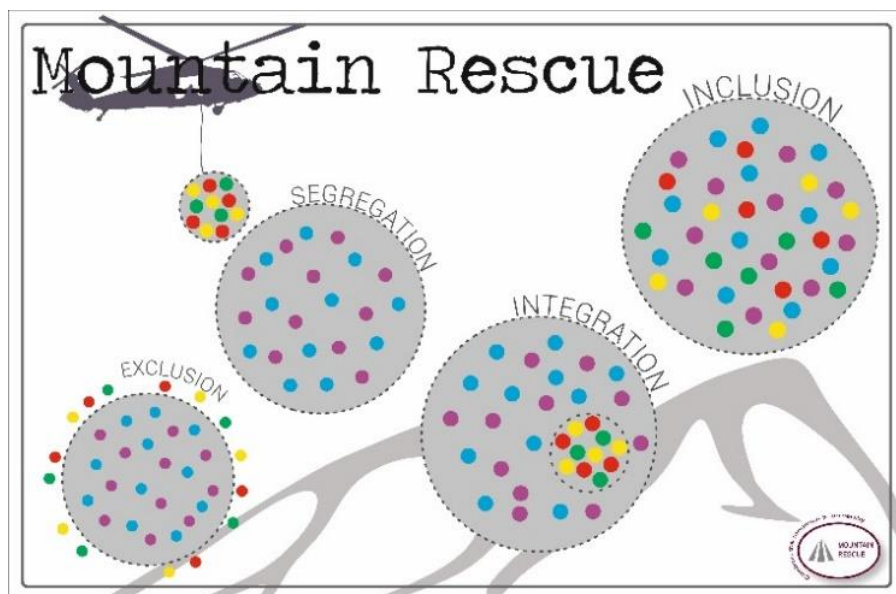
The Mountain Rescue team is committed to developing a truly inclusive academy by ensuring that all Dixons Trinity Chapeltown students can climb the mountain to university, or a real alternative, thrive in a top job and have a great life. We do whatever it takes for as long as it takes to ensure students 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 Dixon Trinity Chapeltown's drivers of autonomy, mastery and purpose, and the core values of hard work, trust and fairness. We work closely with academic departments, school leadership, outside agencies and families 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 Trinity Chapeltown, all aspects of academy learning and the 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 equity; every student receiving what they need when they need it. This cannot be achieved through segregated services, non-specialist and / or unqualified teaching, or acceptance of inferior outcomes for certain individuals or groups.



An equal quality education and experience for all students

All aspects of academy learning and community 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.



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, trust, and fairness 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, high expectations for behaviour, the advisory system, and family dining, amongst other things, ensure a safe, calm and consistent environment where learning can be prioritised. Mountain Rescue is there for all students when they need it and because they need it. Students in Year 7 and Year 8 also participate in compulsory co-curricular activities, ensuring they benefit from wider character development.

Further information on our values and culture can be found on the academy website: www.dixonstc.com

Teaching

High quality teaching is at the heart of a truly inclusive curriculum where learning needs are met through a broad, balanced and coherent 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 intervention and prevention to 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.

Staffing and timetable

In the primary phase of Dixons Trinity Chapeltown, the timetable is highly tailored around high-quality teaching and more time for effective feedback. From EYFS, all students are organised into groups for Early Reading (RWI phonics) based on their current reading attainment. Group sizes range from 6 to 20 pupils, these groups are homogeneous and based on incremental and cumulative stages of reading to ensure all students can make rapid progress. These are flexible and adapted on a regular basis to ensure teachers are teaching to right challenge level. The most experienced teachers teach the currently lowest attaining groups. In addition to this, student progress is assessed daily by the teacher and highly tailored one to one intervention are delivered to ensure all students are reading fluently by the age of 6.

In mathematics, we ensure all students have a sound understanding of core mathematical concepts. Learning is scaffolded to ensure that the currently lower attaining students develop their conceptual understanding of key mathematical ideas through the concrete, pictorial, abstract (CPA) approach to teaching. Further to this, teacher led interventions are built into the timetable, enabling teachers to ensure that same day interventions are planned and carried out using formative assessment to ensure all children keep up. Students who are currently learning at a slower pace receive one-to-one catch-up interventions focusing on consolidating their number and place value knowledge. 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.

In the secondary phase, to ensure a high-quality learning experience for the most vulnerable learners in the secondary phase at Dixons Trinity Chapeltown, we ensure that teaching aligns closely with Rosenshine's Principles of Instruction as our centrally planned and bookletised curriculum ensures that new information is presented in small steps and there is the right balance of scaffolding and



independent work. Students are grouped with some reference to prior and current attainment levels, and Group 4s are generally smaller so that more targeted support can be provided. In addition to this, some Group 4 lessons are double staffed with qualified teachers to allow for smaller class sizes (by splitting the class), small group and / or 1:1 work, as appropriate, without compromising those students' access to high quality teaching. We also run targeted phonics, literacy and numeracy interventions for students who are significantly behind age related expectations.

Frequently asked questions

How are the different types of additional need and disability provided for at Dixons Trinity Chapeltown? How are young people with additional needs taught?

The needs of all students at the academies are met through well designed whole school systems and high-quality teaching. Flexibility, timely intervention and high-quality scaffolding is key to the success of all students and the academy understands that some children will need additional support to achieve equal quality of education and experience. The progress of all students is assessed and reviewed as part of the highly effective learning cycles.

For an overview of how Individual Needs are managed at the academy, including an explanation of Education, Health and Care Plans and the Student / SEN support system, please refer to the Individual Needs policy which can be found on the academy website <https://www.dixonstc.com/about/policies>.

For a review of how the curriculum and learning environment are adapted and improved to meet the needs of children and young people with additional needs, please refer to the academy Accessibility Plan which is also available on our website.

What systems are in place for identifying and assessing the needs of children and young people with additional needs?

Information from primary school, nurseries and / or other agencies, alongside our own programme of screeners and baseline testing, are the main ways in which we identify individual needs. In addition, any member of staff or parent / carer can raise a concern that would then be investigated fully by the SENDCo. 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. To raise a concern about a student, please contact the SENDCo by calling 0113 5125510 and asking for either the Secondary or Primary SENDCo.

How is provision for children / young people with additional needs evaluated for effectiveness?

Progress and attainment for all students is assessed two 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 the children / young people and their parents / carers consulted to involve them in their education?

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 parent feedback meeting. 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 (EHCP), the SENDCo 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 young people with additional educational needs and other vulnerable learners supported when moving between phases of education?

A successful transition from primary school or nursery 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. Students who receive a place at the academy receive a home visit or a primary school or nursery visit. Student information sheets are completed by the primary schools and received by the academy towards the beginning of the summer term. There is a transition day 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. There is a clear transition process for all student entering reception. For students with an Education, Health and Care Plan, the SENDCo would attend their Year 6 transition Annual Review in order to ensure parent / carers 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 additional needs identified in nursery, the SENDCo would attend the ISAR meeting for the student and visit the student in their nursery setting.

Senior members of staff interview every student at transition from KS3 to KS4 to ensure a high quality and appropriate KS4 pathway for every child. A meeting with an independent career's advisor is also arranged for vulnerable learners and any other student who requests it and there are dedicated options evenings and parents' evenings to ensure both students and their parent / carers are fully informed. 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.

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, coaching, and the weekly progress briefings that take place on a morning. In addition to this, the SENDCo and Mountain Rescue 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.

INIP	<p>Individual Needs Intervention Plan</p> <p>Similar to the Individual Education Plan (IEP), this document outlines holistic targets that can support planning and ensure a whole-school approach to meeting the needs of vulnerable students.</p>
INIS	<p>Individual Needs Inclusion Strategies (Map)</p> <p>These documents list students by need type and outline a range of strategies for inclusion as well as a brief description of the need and where to get additional information or support, if required.</p>
INIM	<p>INIM</p> <p>The INIM is an ‘at a glance’ document for all staff working with students with medical needs such as epilepsy or diabetes. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage an incident.</p>
IHCP	<p>Individual Health Care Plan</p> <p>The Individual Health Care Plan is an in-depth care plan for all staff working with students with significant medical needs such as epilepsy or diabetes. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage an incident.</p>

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 detailed programme of everything that is on offer in Leeds can be found in the Leeds Local Offer at: <https://leedslocaloffer.org.uk>

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

At Dixons Trinity Chapeltown, the socio-emotional developmental needs of the students in the primary phase is embedded in our universal provision through a proactive, inclusive, whole-school approach so that all students benefit from strategies and support that promotes well-being resilience, and positive mental health. This is done through creating positive and inclusive classrooms where staff maintain a clear focus on building strong, trusting relationships to create a sense of belonging, linked to our Primary Learning Habits, Behaviour for Learning policy and Family Dining. All staff model empathy, emotional regulation, and positive interactions using the principles of Restorative practice and PACE. Staff CPD focuses on recognising and responding to SEMH needs and challenges, de-escalation strategies and inclusive teaching practices. Emotional literacy, resilience and copy strategies and whole school opportunities to reflect this, are capitalised on through weekly values assemblies, spotlighting and engaging with external initiatives and weekly celebrations of strengths and achievements. Primary Mountain Rescue provides daily check-ins, mentoring and targeted or individual support, with the support of advice and recommendations from external agencies.

The socio-emotional developmental needs of the students in the secondary phase are supported through the advisory system – small pastoral groupings for registration, DEAR (reading), and PDS – Personal Development Studies (PDS), family dining, the values driven culture, and the behaviour for learning policy. In addition, Mountain Rescue provides 1:1 mentoring, targeted group work, referrals to external support from partner agencies for specialist SEMH support, daily check-ins, and a drop-in service for all students where they can discuss anything that is concerning them and receive the support that they need. Students identified with SEND, are also provided with a Pastoral Pass to aid self-regulation and movement breaks as and when required to support them in lessons. Students also have access and opportunity to access the school's sensory room.

At Dixons we strive to support all pupils with specialist external support to meet wider contextualised needs, Y9 pupils receive a day carousel of workshops provided by Positive Choices in partnership with Leeds United Football Club. Y7-Y11 receive assemblies from St Giles Trust, the school also have an embedded mentor and SOS mentors onsite as well as a SAFE Educational Inclusion Mentor that provide specialist 1:1 support. The primary phase is supported by external specialist support including Leeds United workshops to pro-actively teach anti-bullying, play therapy, PEACES Child Adolescent Psychoanalytic Psychotherapy and Emotional Literacy Support (ELSA).

At Dixons Trinity Chapeltown, the socio-emotional developmental needs of the students in the primary phase are well supported through PDS (Personal Development Studies), whole-school values and celebration assemblies as well as through mindfulness and reflection sessions with their class teachers. For those students who need extra support, 1:1 and small-group social communication sessions are available throughout the week, where students can master basic skills, such as turn taking and self-regulation. For students with additional sensory needs, regular movement breaks can be accessed throughout the school day as well as sensory circuits within the school’s sensory room.



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 Policy and the Behaviour for Learning policy <https://www.dixonstc.com/about/policies>

How does the academy ensure that students with additional needs and / 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.

How does the academy ensure that it is meeting the needs of students with additional needs who are also Children Looked After (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 high-quality teaching. The Mountain Rescue team 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 and the Designated Teacher 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 at the academy.

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 Trust, details of which can be found by following the link below: <https://www.dixonsat.com/about/policies>

Support in resolving disagreements and complaints regarding provision for students with additional needs is also provided by the local authority and details can be found by following the link below:

<https://leedslocaloffer.org.uk>

