

# **SEND Information Report 2025/26**

## **Dixons Trinity Chapeltown**

**Responsibility: Iram Ellahi**

**Last updated: Monday, 11 August 2025**

# SEND Information Report

## Introduction

At Dixons Trinity Chapeltown, 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 Trinity Chapeltown, students are supported by all staff but the following are key pastoral colleagues:

### Key contacts

<b>Head of Year 7</b>	Mr Badwal
<b>Head of Year 8</b>	Ms Iqbal
<b>Head of Year 9</b>	Mr Brown
<b>Head of Year 10</b>	Ms Nichol
<b>Head of Year 11</b>	Ms Akudi
<b>Vice Principal of Culture</b>	Mr Heads (secondary) and Ms Jay (primary)
<b>Designated Safeguarding Lead</b>	Mrs Labella
<b>SENDCO</b>	Ms Ellahi (secondary) Ms O'Garro (primary)
<b>Mountain Rescue Team</b>	Ms Barrett (school nurse) Miss Lawrence (Secondary Pastoral Mentor) Ms Chapman (Secondary Pastoral Mentor) Miss Jones (Wellbeing Champion) Ms St-Ange (Safeguarding Officer) Ms Simpson (Safeguarding Officer) Mrs Dufton (Primary Pastoral Mentor) Mr Konadu (Primary Pastoral Mentor)

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 mastery, autonomy and purpose, and our 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.

### QUICK LINKS

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## Values and culture

Dixons Trinity Chapeltown 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. Calm corridors, high expectations for behaviour, the advisory system, and family dining, and well-structured lessons, 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, Year 8 and Year 9 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](http://www.dixonstc.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 adaptive teaching and a broad, balanced and relevant curriculum that is well sequenced and delivered through high quality instruction. There are three learning cycles per academic year, each using the assess, plan, do, review format to ensure every child is receiving an education 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. Parents or carers of any student can request an additional phone or face-to-face conversation with a member of teaching staff at any time or request a meeting with a member of the HoY team, SLT or SENDCO.

## 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 phonics based on their current reading attainment. Group sizes range from 6 to 20 students. 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 students, we ensure that teaching aligns closely with Rosenshine's Principles of Instruction as teachers that new information is presented in small steps and there is the right balance of scaffolding and independent work. Teachers adapt to the needs of the students in front of them through Effective Formative Assessment and Highly Tailored Teaching. Students are grouped with some reference to prior and current attainment levels, and Group 4 classes 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 and literacy interventions for students who are significantly behind age related expectations. All teachers receive instructional coaching and weekly professional development to ensure we are constantly honing expertise.

## 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 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 professional. 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 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.



## Additional and different provision

Students with additional needs currently on roll		R	1	2	3	4	5	6	7	8	9	10	11
Communication and Interaction (including ASC & SLCN)	EHCP	-	1	0	0	0	1	0	0	0	1	3	2
	SEN Support	-	12	1	3	3	3	3	2	7	3	5	2
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	-	0	0	0	0	0	0	0	0	0	0	0
	SEN Support	-	1	1	0	1	2	2	5	2	4	4	4
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	-	0	0	0	0	0	0	1	0	0	1	1
	SEN Support	-	0	0	2	2	2	5	9	11	12	1	11
Physical and Sensory (including HI, VI & physical needs)	EHCP	-	1	0	0	1	0	0	0	0	1	0	0
	SEN Support	-	0	0	0	0	0	0	1	3	0	2	1

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. All academic additional and different provision is provided by the academic department specialists through employing additional teachers to facilitate small group and individual work and by factoring additional learning time into the timetable. 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 department and through strong connections with local authority and NHS professional teams.

## Assess Plan Do Review

At Dixons Trinity Chapeltown, 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 formal testing, work they have completed in lessons and teacher observation. 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, or 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 all teachers work together to review them after week 10, sharing their feedback with the Mountain Rescue team who update them ready for the following cycle.

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

INIP	<p><b>Individual Needs Intervention Plan</b></p> <p>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 with teachers.</p>
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<b>INIS</b>	<b>Individual Needs Inclusion Strategies</b> <p>Key strategies by need type to support all teachers to manage their classrooms and lessons as inclusively as possible.</p>
<b>INIM</b>	<b>Individual Needs Information for Medical Needs</b> <p>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.</p>

## 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. All students who receive a place with us receive a home visit as well as being visited at their primary school.

The primary school visit is conducted by Mountain Rescue/Head of Year, as this will be a key department in ensuring their welfare once they start. Student information sheets are completed by the primary schools and received by us towards the beginning of the summer term prior to the student's transition.

There is a transition day for all students at the beginning of July each year which take place at Dixons Trinity Chapeltown and within this day Mountain Rescue work with our vulnerable students. Students with EHCPs, those with a high level of need and students with additional vulnerabilities are asked to attend an extended transition. This consists of additional sessions at the academy with a focus on building positive relationships and providing them with an experience of academy life prior to them starting.

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 SENDCO would attend their Year 6 transition Annual Review in order to ensure parent / carers were fully informed of provision that can be made, 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.

Members of staff meet every student at the point where students choose their examined and Co-Curricular routes at the end of Year 8 to ensure a high quality and appropriate pathway for every child. A meeting with an independent careers advisor is also arranged for vulnerable learners and any other student who requests it and there are dedicated options evenings and parents' evenings in order 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 them making choices would be a transition review and ensure that the best provision was put in place for the student's future pathway.

## Collaborative working with families and supporting agencies

When a student starts at the academy, information is collated via enrolment forms, documentation from the student's previous setting and from parent discussions. At times, other professionals and specialists may also provide any reports they have completed in regards to the student. Whilst at the academy, staff or parents may raise the possibility of a student having a SEND need. At this point, a discussion takes place between the SENCO, trusted adult and the family about any concerns and what actions would be necessary. From this the relevant agencies are contacted for their input and support. A meeting involving all parties is arranged (where this is possible from the professional agency) and the issue and actions are discussed openly. This can differ depending on the agency involved, however, attempts are made to have an initial collaborative discussion with all parties at the first stage, followed by, a collaborative review meeting after any necessary actions have been undertaken.

## Successes and next steps 2025/26

A success for Primary

During the Academic year 24-25:

- Notable progress in our SEND provision this term, particularly through an increased focus on emotional regulation strategies as part of our universal offer. Strategies have been embedded across classrooms to support all learners, with positive feedback from both staff and pupils.
- Marked increase in the number of students with SEND accessing extracurricular clubs and participating in sporting activities. This has been supported through our partnership with Well Schools, helping to ensure inclusive opportunities for all children to thrive beyond the classroom.
- 50% of students with SEND make greater than expected progress in writing which is equal to the percentage of students without SEND making greater than expected progress.



- The percentage of students with SEND making greater than expected progress in maths is only 1% lower than students without SEND.

#### Next step for Primary

A next step for primary is that with the current contextual issue facing schools across the City, 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. The academy will focus on collaboratively working with the Local Authority, parents/carers and specialist settings to better support the students directly affected by this issue.

#### A success for Secondary

The following areas demonstrate successes for secondary phase in 2025.26:

- From last year's cohort, 100% of students with SEN have gone onto meaningful post-16 provision.
- The attainment 8 of students with "SEN-ever" students (i.e. had been on the SEN register at some point between y7-y11) was 42.17 (well above the national average of 33.33).
- All students in Year 9 complete the Duke of Edinburgh expedition, including all students with SEND.

#### Next step for Secondary

- To improve the attainment of students who are on the Special Educational Needs register in Year 11.

### Outcomes 2025/26

- Progress for students with SEN: - 0.28 (DAT internal measures only)
- Attainment 8 for students with SEND: 26.49
- 9-4 English and Maths for student with SEND: 18%
- Ebacc APS for students with SEND: 2.27

### 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/ComplaintsProcedure.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://www.leedslocaloffer.org.uk/>

### Frequently Asked Questions

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

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.

#### How is provision for students 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 students with additional needs and their parents / carers consulted in order 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 specialist equipment and facilities to support students with special educational needs secured?**

Applications for specialist equipment and facilities to support students with Special Educational Needs (SEN) follow the Academy's graduated approach through continuous assess, plan, do, and review cycles. Students with an Individual Needs Intervention Plan (INIP) undergo half-termly reviews that capture feedback from teachers, parents, and pupils. Following multidisciplinary team (MDT) meetings, the SENDCo collaborates with parents, carers, and other professionals to seek additional support through referrals to specialist SEN agencies and provisions. This process also includes consideration for applying for an Education, Health and Care Plan (EHCP).

#### **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.

#### **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 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.

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 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.

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



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 one transition day for all student to 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.

### **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 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 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.

### **Where can I find further information and support services if I'm a parents / carers of a child with additional needs?**

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 and information for the families of children with SEND can be found by contacting your local SENDIASS service.

