

SEND Information Report

Dixons Fazakerley Academy

Last updated: Saturday, 10 September 2022

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Introduction

At Dixons Fazakerley, 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.

Our students are supported by our 'Mountain Rescue' holistic pastoral department. We recognise that any student may require the support of the Mountain Rescue department at some point during their school career and that support may be temporary or long term. We work closely with academic departments, school leadership, outside agencies, families and the students themselves in order 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.

We work collaboratively and proactively to ensure that all students are provided with the opportunities and tools to enable them to make progress and thrive. Staff members can be contacted via the academy's main phone number (0151 524 4530) and by asking for them by name or by role (see below).

Dixons Fazakerley Academy: Key contacts

Deputy Principal – Safeguarding (DSL)	Sophia Kokosalakis
Assitant Principal – Inclusion (SEND/CO/Deputy DSL)	Alicia Robbin
Assistant Principal – Attendance	Ben Ashcroft
Medical Needs Lead	Jennifer Simms
CLA Coordinator	Sophia Kokosalakis
Pastoral Leads	Stephanie Littlemore- Year 7 Suzanne Smith – Year 8 Joanne Orr – Year 9 Emily Maher – Year 10 Laura Dally – Year 11
Higher Level Teaching Assistants (HTLAs)	Emma Hughes Hannah Nelson Jennifer Simms
Learning Support Team	Leanne Cave Emma Horrocks Mary Roberts Paul Stackpoole Carol Gregory

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 integrity, determination and respect are at the heart of everything that we do. We value each other. We promote the hopes, qualities and achievements of every member of our community. We do the right thing because it is the right thing to do. We do this even when people aren't watching. We never give up. No matter how challenging things get, we keep climbing.

Our mission is to ensure all students succeeded at university, or a real alternative, thrived in a rewarding career and had a purposeful and happy life.



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)

High quality teaching is at the heart of a truly inclusive curriculum. At Dixons Fazakerley Academy, needs are met through a broad, balanced and relevant academic offer. There are three learning cycles per year, each using the assess-plan-do-review format, to ensure that every child is receiving an education, including intervention and prevention, that meets their individual needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say in their own learning.

Staffing and timetable

Teaching staff are supported to meet the needs of all learners through high quality CPD and regular briefings to ensure they have the most up to date information about their students. Classroom teaching is further supported and enhanced by drawing on the expertise of the staff working the Mountain Rescue department. This includes a team of Learning Support Assistants as well as two Higher Level Teaching Assistants (HLTAs), the SENCO, and a range of outside agency specialists who regularly spend time at the academy.

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 these situations, the Mountain Rescue department are able to provide more in depth assessment in school 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

Although we aim to ensure all students are able to learn and thrive as part of the main offer of our academy as much as possible, we also recognise that some children will need provision that is additional and / or different in order to succeed. For many of our students, provision of individualised resources such as coloured overlays or writing slopes enables them to continue to access their learning, or it may be that 1:1 support is given by a Learning Support Assistant in some or all of their lessons. Further to this, our Mountain Rescue team provide a range of 1:1 and group intervention, including some delivered by outside agency specialists, that can support learners to develop the underlying skills they need, build confidence and become increasingly independent learners.

Assess, Plan, Do Review

At Dixons Fazakerley Academy, 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, but 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 and a weekly SLT drop-in session, 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.

Dixons Fazakerley Academy: Key Documents

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



Data

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	2	4	2	2	0
	SEN Support	15	9	17	12	6
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	1	1	0	0	1
	SEN Support	13	1	3	4	6
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	1	2	3	1	2
	SEN Support	10	10	10	8	7
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	0	0
	SEN Support	0	1	1	2	3

Frequently asked questions

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

At the academy, we are committed to developing provision for the four broad areas of need listed in the SEND Code of Practice 0-25 (2015), and working to ensure that we serve a diverse and representative community. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

We work with each student as a unique individual and build provision, as well as developing our whole school approaches, in response to the students we have on role at the time.

How is provision for students with additional needs evaluated for effectiveness?

Progress and attainment for all students is assessed through classroom assessment, both formative and summative, and through external examinations at the end of Key Stage 4. Teachers meet three times per year to look closely at all available data and plan the next steps in teaching and learning for all students. In addition, students with additional needs may also be monitored through the assess-plan-do-review cycle. This means that any outcomes or targets identified through their EHCP, a professional's report, or our own assessments would be reviewed at the end of each academic cycle and any additional and different provision put in place as needed. All provision, both classroom based and provided as additional and different, is evaluated for effectiveness through careful monitoring and evaluation of the children's outcomes.

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 parent feedback meetings with key members of staff. Parents / carers 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 EHCP, 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 students with additional educational needs and other vulnerable learners supported when moving between phases of education?

At Dixons Fazakerley Academy we recognise that a successful transition from primary school is the key to success and wellbeing for any learner. We implement a rigorous and supportive transition programme for all new learners to welcome them to the academy. An enhanced transition programme may be offered for particularly vulnerable students, offering a bespoke tailored programme of transitional support. This include visits from key staff to primary school settings, transition meetings with the school SENCO or safeguarding lead, parental meetings, and additional school tours and visits for the learner. For learners with an EHCP, the SENCO may attend their year 6 transition Annual Review in order to ensure parent / carers are fully informed of provision at the academy, to receive the most up to date information about the child's individual needs, and ensure that the provision laid out in the annual review document can be made in preparation for their arrival.



How are specialist equipment and facilities to support students with special educational needs secured?

We work closely with the LA 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 ensuring that the needs of all students are met inclusively and all students receive an equal quality learning experience. All staff have access to a documents designed to inclusively support students with individual needs in lessons, and staff training and CPD is incorporated into induction, coaching, and the staff briefings that take place each morning. In addition to this, the SENCO and 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 our own staff, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

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

Members of the SEND team have undertaken training provided by the Educational Psychology team, the Local Authority SEND team, and by other specialist agencies such as the ADHD foundation, in order to make provision for and support the current cohort of students. We strive to continue to develop our understanding of the four broad areas of need and the provision and innovation that is available for those learners through regular CPD and by being responsive to the needs of the students we have on roll at the time.

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. 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. In response to the Children and Families Act 2014, Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs, including information about schools in the area. This is called the Local Offer.

The link to the local offer for Liverpool is: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

The link to the local offer for Knowsley is: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

The link to the local offer for Sefton is: <https://www.sefton.gov.uk/localoffer>

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

All students attend regular 'mental health and wellbeing' sessions as part of their normal timetable and our pastoral team are always available for students to self-select to talk to if needed. In addition to this, more targeted socio-emotional development support can be provided by one or more of a range of specialists who either work for or regularly attend the academy. At present, this includes our own academy counsellor as well as an ADHD Foundation counsellor, community police officer, YPAS (Young People's Advisory Service) and Educational Psychology.

Students are taught about bullying through our 'mental health and wellbeing' sessions as well as assemblies and, where required, the additional support listed above.

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 academy Admissions Policy for a detailed explanation of how we achieve this

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

Dixons Fazakerley Academy has level, 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. Although this is not the case at present, if any future student required support to exit the building in an emergency evacuation the appropriate paperwork would be completed, in collaboration with parents / carers and any specialist input where available, and the details shared with all staff.

Full details of our Accessibility Policy can be found on our website.

How does the academy adapt the curriculum and learning environment for students with additional needs?

We aim to meet 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 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 SEND department is there to meet the individual needs of all students, 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. The CLA coordinator 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 with colleagues.

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Parents / carers who wish to make a complaint or raise a concern can contact the SENCO Miss Alicia Robbin, on 0151 524 4530. Dixons Fazakerley Academy is committed to responding to the queries of parents / carers as soon as possible, in line with the SEN Code of Practice, and would encourage anyone with a concern to let us know at the first available opportunity.

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

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