

SEND Information Report 2026-2027 Choose an item.

Dixons Fazakerley Academy

Responsibility: Lisa Dwyer Click or tap here to enter text.

Last updated: Friday 18th September 2026 Click or tap to enter a date.

SEND Information Report

Introduction

At Dixons Fazakerley, we believe that the entitlement to a broad, balanced, relevant and adaptive curriculum is a right for all learners. 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, family 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 any student can get the extra support that they need, when they need it, 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 be able to meet them without guidance, support and structure.

At Dixons Fazakerley, students are supported by...

Key contacts

Assistant Principal SENDCO	Lisa Dwyer
Senior Vice Principal Safeguarding (DSL)	Nicholas Lindsay
Senior Vice Principal Attendance	Mandy Mc Fay
Medical Needs Lead	Jennifer Simms
Trust AP SENDCo	Amanda Harrison
Pastoral Leads	Head of Year 7 – Ian Horne Head of Year 8 – Darren Lord Head of Year 9 – Joanne Orr Head of Year 10 – Laura Dally supported by James Walshaw Head of Year 11 – Bobby Cook
Higher Level Teaching Assistants	Jennifer Simms Emma Hughes
Learning Support Team	Emma Horrocks Aron Kellaher Jane Moores Bridget Afful Leah Rummens Daniel Stephenson (ELSA)

QUICK LINKS

[Staffing and timetable](#)[Assess Plan Do Review](#)[Outcomes](#)[Values and culture](#)[Identification of needs](#)[Collaborative working](#)[Feedback and complaints](#)[Teaching and learning](#)[Additional and different](#)[Successes and next steps](#)[FAQ](#)

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.

[Click or tap here to enter text.](#)

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.

[Click or tap here to enter text.](#)

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	1	0	3	4	5
	SEN Support	7	11	15	27	16
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	0	0	1	0	1
	SEN Support	5	6	7	8	6
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	0	0	3	3
	SEN Support	8	8	16	13	17
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	1	1	1	1
	SEN Support	3	0	0	3	1

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.

[Click or tap here to enter text.](#)

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.

[Click or tap here to enter text.](#)

Key Documents

INIP	Individual Needs Intervention Plan A document like 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.

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 are visited at their primary school. The primary school visit is conducted by either the Assistant Principal: SENDCO or other members of the Inclusion Team 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 one transition day for all students at the beginning of July each year at Dixons Fazakerley Academy itself and a transition parents' evening. Additional transition visits are arranged for vulnerable students. Students with EHCPs, those with a high level of need and students with additional vulnerabilities are asked to attend additional visits to the Academy as part of enhanced transition. This consists of a focus on building positive relationships and providing them with an experience of academy life prior to them starting. Parents of children with EHCPs or with a high level of need or students with additional vulnerabilities are invited to a face to face meeting with the SENDCO before the end of the summer time. 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 or SEN Lead will endeavour to 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 the Annual Review document could be made available in preparation for their arrival. By doing this, INIP documentation is ready to share with all teaching and student facing staff at the beginning of the academic year. **Click or tap here to enter text.**

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 during enhanced transition visits. At times, other professionals and specialists may also provide any reports they have completed regarding 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. **Click or tap here to enter text.**

Successes and next steps

All LSAs have recently been upskilled to deliver the Fresh start Phonics Programme (Read, Write, Inc). Dixons Fazakerley Academy has invested in increasing Educational Psychology specialist expertise to support our Emotionally Based School Avoidance strategy. Additional investment has been put into Speech and Language Specialist assessments to support identification of need and support strategies. Further investment in Elkan training and Trauma-Informed Practice Training will ensure effective graduated approach and high quality ,specialist interventions for our most vulnerable students. A key priority for Dixons Fazakerley Academy with regards to SEND, is to increase the capacity of mental health support by upskilling all student facing staff by accessing training for the mental health first aid training course. This will complement the existing agencies that students can be referred to for mental health support as part of the graduated response. **Choose an item.**

Outcomes Choose an item.

Click or tap here to enter text.

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 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/Complaints-procedure.pdf?p=uploads/files/About/Policies/Complaints-Procedure.pdf>**Click or tap here to enter text.**

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 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 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, 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://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

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/childrens-services/children-with-complex-needs-and-disabilities/your-local-offer/>



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.

Morning meeting is a vital session each day to help students organise themselves for the day and prepare.

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 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.

Further information can be found in our academy Accessibility Plan on the website.

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.

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

[Click or tap here to enter text.](#)

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

Liverpool and Knowsley Barnardo's SENDIASS can offer support with SEN support, Health, Social Care, EHCP's, Exclusions, Transitions, Admissions, Transport, Appeals, Mediation, Complaints and Personal Budgets.



Who to contact: Natalie Johnson

Contact Position

Team Manager (Interim)

Telephone

0333 323 7768

E-mail

Natalie.johnson@barnardos.org.uk

Sefton SENDIASS - You can contact Sefton's Information, Advice and Support Service by calling **0151 433 7442** or by emailing seftonsendiass@kids.org.uk or visiting [SENDIASS Home - Kids](#) .

