

SEND Information Report 2025/26

Dixons Manningham Primary

Responsibility: Shaista Haider: SENDCo

Last updated: Monday, 01 December 2025

SEND Information Report

Introduction

At Dixons Manningham, 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, if and 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 Manningham, students are supported by...

Key contacts

SENCO	Mrs Shaista Haider
Vice Principal & Culture Lead	Mrs Rebecca Lancaster
Pastoral Learning Mentors	Rodger Skelton Mohammad Abbas
EYFS Lead	Ms Abigail Burrow

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

Dixons Manningham Academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of integrity, achievement, and unity are at the heart of everything that we do; we work hard every day and do the right thing because it's the right thing to do. Quiet corridors, exceptionally high expectations for behaviour, the pastoral system, active playtimes and Family Dining, amongst other things, ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. The Pastoral Team is there for all students when they need it and because they need it. Further information on our values and culture can be found on our website, www.dixonsmn.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 students learning needs are met is through high quality teaching and a broad, balanced, relevant and differentiated 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 scaffolding and intervention, which meets their current learning needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say. Parents or carers of any student can request an additional phone or face-to-face conversation with a member of staff at any time or by speaking to teachers or SLT at drop off or pick up times.

Staffing and timetable

In order to ensure a high quality learning experience the vast majority of students access learning within their own classes, where necessary scaffolding takes place in order to support students to achieve age related expectations. Where students are working at the level of a previous key stage they are supported to bridge the gap through targeted DI interventions in Reading and/or maths; this is



reviewed at the end of each cycle, all other lessons are within their classes. Students who require additional support with reading are listened to read every day 1:1.

Where students are identified as requiring additional support with SEMH they are referred to the Pastoral Team where their needs are assessed and a plan of support is put into place. This is reviewed every 6 weeks.

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 through their transition to the academy through liaison with their parents or carers, with feeder Nurseries or previous schools, 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 SENCO/Culture Lead carries out more in depth assessments to ascertain needs and ways forward, where relevant referrals to other professionals for more specialist assessment and in some cases diagnoses are made. All referrals are made in collaboration with parents and carers and where possible 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.

Students with additional needs currently on roll		EYFS	KS1	LKS2	UKS2
*Includes primary and secondary needs					
Communication and Interaction (including ASC & SLCN)	EHCP	0	3	1	0
	SEN Support	2	14	11	8
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	0	0	1	3
	SEN Support	0	3	3	7
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	0	0	0
	SEN Support	0	3	8	19
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	2	0
	SEN Support	0	1	2	4

Additional and different provision

Where children have highly complex needs and require an EHCP, they may be provided with additional support at key times throughout their day in order to allow them to access the mainstream curriculum. They may also be provided access to an adapted curriculum to meet their individual needs. We do not provide children with a full time 1:1, as we do not want to develop learned helplessness and instead, we want to encourage our EHCP children to be as independent as possible. All children with complex needs will have a personal risk assessment, evacuation plan and intimate care plan (if needed) in place to ensure their safety and well being.

Assess Plan Do Review

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 and then staff analyse student outcomes through data reviews, using that information to plan the next cycle of learning and interventions. For all students, progress is assessed through a combination of 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 a class Inclusion Map. 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. Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are formal parents' consultation days and daily access to teachers and SLT, 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 review their outcomes and plan for the following 12 months alongside medium (end of key stage) and long term (end of Year 9). The whole academy assess, plan, do, review process, along with their Inclusion Plans 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

Inclusion Map	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. Inclusion Maps have a focus on academic learning and the strategies and techniques which best support this child to learn, across all subject areas, despite their potential challenges linked to their SEND.
Care and Control Plan	For students that require physical intervention to help keep them safe when they are distressed, this details the best way to support the child in order to help them calm.
Intimate Care Plan	For students who require support with toileting.
Personal Educational Evacuation Plan (PEEP)	A PEEP outlines how a child can be supported to safely exit the building in light of an emergency. These plans are for any children who has additional needs and who requires a more bespoke approach to ensuring their safety.
Individual Risk Assessment	If a child has additional physical or medical needs, then they will have a personal risk assessment in place. These documents are reviewed regularly by the SENDCo and shared with all relevant staff involved with the child, to ensure their day-to-day safety within school

Transition

A successful transition to 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 in-year admissions access an induction meeting with the Pastoral Team to share expectations, rules and routines and for orientation. All students who start in Reception receive a home visit as well as being visited at their Nursery school. They access a transition day at school to get to know the staff and to explore their new classroom; parents are invited in for an induction meeting and are provided with an induction booklet to support their child with getting ready for school. Prior schools are contacted to ensure a smooth transition for in-year transitions, where possible, to ascertain any additional needs or support that may be needed.

Outcomes

Progress and attainment for all students is formally assessed three times per year as part of our whole academy cycle of teaching and assessment 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 us to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner. For some students, the graduated approach needs be completed more frequently. On these occasions, the assess, plan, do review cycle will take place over a shorter period

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/about/policies>

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://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

Frequently Asked Questions

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

The needs of all students are met through well designed whole-school systems and high quality teaching. Flexibility, timely intervention and targeted, data-led differentiation are key to the success of all students and we understand that some children will need additional and / or different in order to achieve equal quality of education and experience. Where additional and / or differentiation is required, we focus on ensuring that it is of equitable quality to the main offer and that each student's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process.

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



Alongside constant reflection and analysis of provision, progress and attainment for all students is formally assessed three times per year as part of our whole academy cycle of teaching and assessment 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 us to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner. For some students, the graduated approach needs be completed more frequently. On these occasions, the assess, plan, do review cycle will take place over a shorter period.

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 a parents consultation day. Parents can contact us 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 Plans the SENCO will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school 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 a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction. In addition to this, the SENDCO and Pastoral 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?

The specific needs of our students are discussed with all staff in induction and throughout the academic year to ensure that teachers are up to date and informed about the students they teach. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up to date, and supportive.

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 representative from Dixons Manningham Academy attends all Local Authority SEND briefings and receives their regular newsletter updates in order to ensure we are up-to-date with all available resources, opportunities and requirements.

Further information can be found in the Local Authority's SEND Local Offer: <https://localoffer.bradford.gov.uk/>

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

The socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. Family Dining, the values driven culture, active play, and our Behaviour for Learning policy are just some examples of how we support student wellbeing. Key Stage assemblies are very much focussed on values (incorporating British Values as well as the core academy values). There is a strong focus on PSHE and My Happy Mind that help students to process their emotional responses. Curriculum overviews can be found on our website within the About pages. Bullying is prevented through educating the students on tolerance and respect, as well as how to welcome new students. Anti-bullying assemblies are held regularly. Play times are well staffed and we promote active play so that all students are engaged during these unstructured times

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?

Dixons Manningham 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, for example the



Habilitation for Visually Impaired Students auditing team. Full details of our Accessibility Policy can be found on our website within the Policies section.

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

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.

Further information can be found in our academy Accessibility Plan <https://www.dixonsmn.com/about/policies>

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 SENDCo has dedicated time in order to ensure needs are met. 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 lead on Looked After Children 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?

Parents and carers can contact the academy at any time to discuss their child's needs and provision. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

Support and information for the families of children with SEND can be found by contacting your local SENDIASS service <https://www.barnardos.org.uk/get-support/services/bradford-sendiass>

