SEND Information Report 2026/27

Dixons Sixth Form Academy

Responsibility: Sadeia Afzal

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SEND Information Report

Introduction

At Dixons Sixth Form, 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 Sixth Form, students are supported in several different ways. Those with an identified need will be overseen by their Progress Tutor in conjunction with the Learning Support team, led by the SENCO. Discussions are held regularly about student's needs and progress with students, parents/carers, Progress Tutors and Learning Support, particularly following key assessment points but also as and when they are needed. Access arrangements are supported through working with the college's exams team. The Learning Support Team can be contacted by calling the Academy number (01274 089770) and asking for any of the following people either by job title or by name:

Key contacts

Assistant Principal of Student Welfare and DSL	Sadeia Afzal
SENCO	Sonia Sabir
Progress Tutors	Chris Lindley
	Rebecca Eggett
	Hamish Patel
	David Cooper
	Alvena Hawley-Boutonnet
	Sanam Mirza
Associate Progress Tutors	Fakhra Arif
	Dru Patel
	Shabana Younis
	Shagufta Hanif
	Polly Bell-Barnes

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Values and culture

Dixons Sixth Form Academy provides a safe environment in which all students can learn and thrive. Our core values of Integrity, Curiosity and Leadership are at the heart of everything that we do. Students are treated as young adults and given autonomy over the use of their study time. However, the library is maintained as a silent study area throughout the day, where students can study independently in a purposeful manner. Great efforts are made to promote good studentship amongst our learners to prepare them for University or Apprenticeships. Teachers are addressed by their first names, which helps build strong collaborative relationships between students and staff. Further information on our values and culture can be found on our website.

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)

Quality first teaching is at the heart of a truly inclusive curriculum. Learning needs are met through a broad, balanced and relevant curriculum taught by teachers who are experts in their fields; we have a very experienced set of teachers who bring a wealth of knowledge, expertise and challenge to each lesson. Students undertake four assessments throughout the year and have opportunities to display their knowledge and successes and to gain important feedback and support where need in structured intervention sessions.

Staffing and timetable

The timetable is dynamic in its construction and includes regular developmental opportunities for all students including our lecture programme, enrichment programme and our study support and intervention opportunities. Lesson time is divided up into nine lesson a fortnight per subject; each lesson is 60 minutes in length. The classrooms are modern, bright and accessible and promote a focused work ethic through the resources and equipment available. If students are struggling on any particular topic, intervention is arranged with the subject teacher. Students are regularly assessed to ascertain their understanding and where the gaps in knowledge lie.

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 secondary school, and by receiving information from other professionals including the Local Authority SEND team. All students are interviewed during enrolment and there are questions here to identify individual learning needs. For some students, their needs are identified after they start at the academy. This could be based on teacher observation, through key assessments or concerns raised by parents or carers or by the student themselves. In these situations, we are able to provide more in depth assessment provided by the Learning Support 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 provision to be put in place.

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

Additional and different provision

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 that 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 facilitating small group and individual work and by factoring additional learning time into the timetable. Provision to support student's socio-emotional and personal development is provided through Learning Support and is bespoke to individual students' needs, drawing on the range of expertise we have within the academy and through strong connections with local authority and NHS professional teams. A Learning Support Assistant is available to provide one to one and small group support for SEND students, often focussing on generic study skills and personal organisation.

Assess Plan Do Review

At Dixons Sixth Form 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.

Key Documents	
EHCP Support Plans	A document that breaks long term outcomes in an EHCP down into shorter term targets and provides a mechanism for sharing and reviewing with teachers.
Implications for Teaching	Key strategies produced by the students by need type to support all teachers to manage their classrooms and lessons as inclusively as possible.
Personal Escape Plan	Instructions for how physically disadvantaged students are to safely evacuate the building in the case of an emergency.

Transition

A successful transition from secondary 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. There is a half day transition experience for all students at the beginning of July each year and additional transition visits are arranged for vulnerable students. Liaison with secondary schools, outside agencies and parent/carers is arranged for any student with additional needs. For students with an Education, Health and Care Plan the SENCO would meet with the secondary SENCO in order to discuss provision required for success and also with parent / carers to ensure they are fully informed of provision that can be made in preparation for their arrival. Every student is interviewed as part of the transition from KS4 to KS5 in order to ensure a high quality and appropriate KS5 pathway for every student. Every student is seen by the independent careers advisor and additional meetings can be arranged for vulnerable learners and any other student who requests it to ensure the correct pathway for Higher or Further education.

Collaborative working with families and supporting agencies

The SENCO is the first point of contact for any concerns that parents may have concerning a young person with SEND, although the Progress Team or a member of senior staff may also be contacted. Tutors are available by telephone or email during the academy day and meetings can be arranged at mutually agreed times if this would be more appropriate.

Successes and next steps 2026/27

Significant successes this year include strengthened partnerships across the College, effective one-to-one interventions, and a consistent focus on wellbeing and inclusion. Progress Tutors and Teachers have implemented adaptive teaching strategies and have made timely referrals to external agencies, ensuring a responsive and student-centred approach.

Next steps will focus on embedding adaptive teaching more consistently across subjects, and strengthening communication between SEND and curriculum teams. The College will also prioritise wellbeing checks, increase opportunities for student voice, and continue to share best practice to ensure sustained improvement and high quality provision for all students.

Outcomes 2025/26

Our strengthened collaborative approach between Progress Tutors, SENCO and external professionals has had a positive impact on student outcomes. Through the use of Student Passports, targeted one-to-one interventions and consistent communication with parents/carers, families, students with SEND have received tailored and holistic support. The effective collaboration approach has improved engagement, independence and access to learning while ensuring that reasonable adjustments are in place. As a result, many students with SEND have made measurable progress towards their EHCP and personal learning goals, with clear evidence of improved wellbeing and participation across the College.

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 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/service.page?id=3jcw5IhCINQ&localofferchannel=0

Frequently Asked Questions

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

The needs of all students at the Dixons Sixth Form Academy are met through well designed whole college 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.

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

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

Progress and attainment for all students is 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.

How are students with additional needs and their parents / carers consulted in order to involve them in their education?

One of our key drivers is autonomy and we support and empower our students 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. 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 Plan the SENCO will arrange a yearly review of their provision (the Annual Review) for parents / carers, key college 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 local authority 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 into 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 continual professional development is incorporated into staff induction, peer coaching, and the weekly progress briefings that take place on a morning. In addition to this, the SENCO and Learning Support Assistant are available to support with individuals when required. 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. The Learning Support team access additional training to support the needs of students with SEND.

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 Sixth Form 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?

At Dixons Sixth Form Academy, the socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. Once a week all students have a Tutorial which covers a range of topics such as British values, mental health and healthy relationships, along with support in progressing to the next stages of their education and training. Progress Tutors and the SENCO are available on a drop in basis to tackle any issues which arise. Those requiring additional support will be passed to our full time student welfare officer or to one of our two part time counsellors to support our student's emotional and mental health needs.

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 trust admissions policy for a detailed explanation of how we achieve this: D6A-Admissions-Appeals-Policy-2025-26.pdf

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

Dixons Sixth Form 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. All staff receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a Personal Emergency Evacuation Plan (PEEP) in place.

Full details of our Accessibility Policy can be found on our website at: D6A SEND Accessibility Plan 25-28.docx

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 D6A SEND Accessibility Plan 25-28.docx

Further information can be found in our academy Accessibility Plan (LINK)

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 college systems and high quality teaching. The Learning Support department 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 SENCO would 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/ SENDIASS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01274 513300.

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