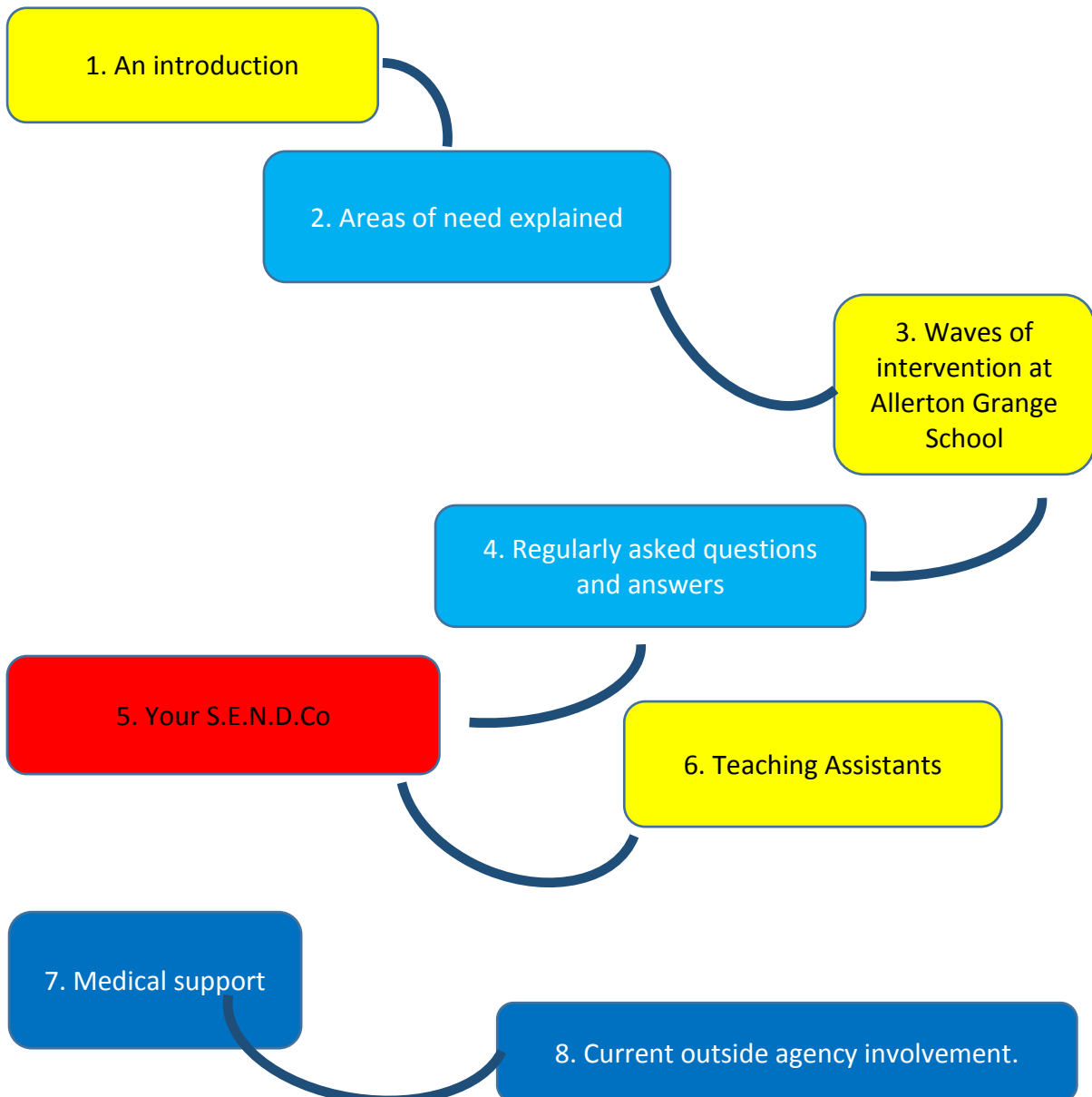




ALLERTON GRANGE SCHOOL

Special Educational Needs and Disabilities Information Report



Allerton Grange School
'LOCAL OFFER'
For Special Educational Needs and Disability (SEND)

Allerton Grange School believes that all pupils should be respected and valued as per our Own School Values.

Allerton Grange School strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the Quality First Teaching (QFT) provided as our global offer. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is responsible for the management of provision for identified pupils with SEND. The SENDCO will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

Published information 'The Leeds Local Offer'

All councils must publish a Local Offer that:

- Ensures families can access clear information about all services for those aged 0-25 with SEN and disabilities.
- Explains what families are entitled to and can expect from services.
- Gathers feedback from people who use services.
- Uses feedback to support service development.
- The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. Users will be able to search headings that reflect the 'journey of the child' from birth to 25 years, such as early years, going to school or college and living independently.

Follow this link to the Leeds Local Offer <http://leedslocaloffer.org.uk/>

Areas of need explained

The new Code of Practice January 2015 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	Pupils may have a delay or disorder in one or more of the following areas: Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need

	<p>regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language.</p> <p>Speech / Expressive Language.</p>
<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Pupils may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental and Emotional health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social interaction • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
<p>Sensory and / or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation

	<ul style="list-style-type: none"> • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.
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Waves of Intervention

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation across the curriculum.

Wave 2: 1:1 interventions, Small group interventions/support for those pupils who are achieving below expected levels of progress.

Wave 3: Focused, individualised programmes for pupils working well below age expectation or expected level of progress.

Teaching Approach:	Whole School Approach (Quality First Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • A range of technology to support and aid 	<ul style="list-style-type: none"> • Phonics groups • Accelerated Reading • Ruth Miskin reading scheme • 1:1 reading (targeted) • Comprehension groups • Handwriting groups • Touch typing Class • Spelling • Maths • Homework groups • 1:1/group Tuition where needed with Teaching Assistant(TA) or Higher Level Teaching Assistant (HLTA) 	<ul style="list-style-type: none"> • Small group focused classes • Educational Health Care Plans (EHCP) • individualised programmes designed by external agency professionals. • Annual and termly reviews.

	<p>quality teaching</p> <ul style="list-style-type: none"> • Consideration of differing culture and beliefs • Setting groups with other children • Opportunity for guided and independence work • Opportunities to develop positive self- esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving 	<ul style="list-style-type: none"> • Reasonable adjustments • Booster Groups • After school groups • SENDCo observation / assessment • Parent discussion with SENDCo 	
<p>Speech, Language and Communication</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> • Drama / Role play • Outside theatre groups / shows and workshops • Peer interaction • A range of technology to support learning • Outdoor learning activities / areas to support environmental learning • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetable 	<p>Additional Speaking and</p> <ul style="list-style-type: none"> • Communication boards) • SENDCo observation / assessment • Additional ICT use of audio / visual s • Parent discussion with SENDCo 	<p>Referral to the Speech and Language Therapist (SALT)</p> <ul style="list-style-type: none"> • Speech and Language Support Assistant who can deliver the individualised programmes according to the SALT directions • Completion of a CAF • Application for an Educational Health Care Plan • Application for an Education Health Care Plan if needed • SENDCo assessments and monitoring to ensure appropriate intervention and access to learning

<p>Moderate Learning Needs</p> <p>Severe Learning Difficulties</p>	<p>Use of different individualised teaching approaches according to needs</p> <ul style="list-style-type: none"> • Hands on learning • Good use of visual and practical learning • Remove all potential barriers for all pupils whilst also providing support for pupils during learning activities. • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding • Access to a full and broad curriculum • Motivation to help build a positive self-esteem, increase concentration • Lessons differentiated in order to include both sensory and physical disabilities 	<p>SENDCo observation / assessment</p> <ul style="list-style-type: none"> • Parent discussion with SENDCo 	<p>reading/writing intervention</p> <ul style="list-style-type: none"> • Precision Teaching • (Reading / Writing / Maths) curriculum • Access to an Educational Psychologist • Completion of a CAF • Application for an Educational Health Care Plan
<p>Sensory and Physical Needs:</p> <p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Multi-Sensory Impairment</p>	<p>Whole school approach</p> <ul style="list-style-type: none"> • After school clubs • Outside play areas /swimming • A fully inclusive and differentiated class / curriculum 	<ul style="list-style-type: none"> • Handwriting practice • Extra 1:1 / small group activities • Targeted small group / individual intervention to address specific 	<p>Access and liaison with the OT (Occupational Therapist)</p> <ul style="list-style-type: none"> • Access and liaison with the Physio Therapist

<p>Physical Needs Medical Needs</p>	<p>approach according to individual needs</p> <ul style="list-style-type: none"> • Audit of environment to consider adaptations (as required) • Modification of organisation, routine and environment • Access to a base for therapy if required 	<p>needs such as: self-help skills, touch typing and independence</p> <ul style="list-style-type: none"> • Physical aids where necessary or where advised by specialists • Parent discussion with SENDCo 	<ul style="list-style-type: none"> • SENDCo assessments and monitoring to ensure appropriate intervention and access to learning • 1:1 support if required • Identified key worker • SENDCo to lead provision • A place for time-out or exercise if necessary • Extra support and access to appropriate ICT interventions needed
<p>Social, Emotional, and Mental Health Needs</p> <p>Moderate Learning Needs</p>	<p>All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values.</p> <ul style="list-style-type: none"> • Access to Learning Mentor support • Small group activities to address needs • Opportunities for pupils to talk about any fears, confusion and guilt • Opportunities for pupils to meet adults they can trust and to participate 	<p>Regular Learning Mentor Input</p> <ul style="list-style-type: none"> • Behaviour Logs / Charts • Time out • Parent discussion with SENDCo 	<p>Referral to CAMHS (Child and Adolescent Mental Health Services)</p> <ul style="list-style-type: none"> • Completion of a CAF • Application for an Educational Health Care Plan • 1:1 support • Full inclusion in all school assessment and tasks • SENDCo assessments and monitoring to ensure appropriate intervention and access to learning.

	<p>in activities where they can meet other children</p> <ul style="list-style-type: none"> • Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems • Continuity of care and minimal disruption of routines during a crisis • Breakfast Club 		
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Regularly asked questions and answers

How does Allerton Grange School know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with Primary school/previous school
- Child performing significantly below age expected levels
- Concerns raised by Parent
- Concerns raised through the school's concern and referral form process.
- Liaison with external agencies EG: physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations.

The subject teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track pupil's progress from entry at year 7 to Year 13 using GCSE grades.

Pupils who are not making expected progress are picked up through our 1/2 termly Pupil Progress Review meetings and data analysis.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENDCo or Student Support Manager. We pride ourselves on building positive relationships with parents. At the centre of all we do is you and your child!

How will Allerton Grange School staff support my child?

Our SENDCo / Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work

with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is revealed as a significant need through assessment and teachers expressing concerns. The regularity of these sessions will be explained to parents when the support starts.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In school we set targets and review progress, we keep record of any additional support on a Provision Map. We can use these targets to monitor student progress academically against national/age expected levels and update or adjust the provisions as necessary. This may involve updating into smaller steps or using a different approach to ensure progress is made.

Pupils may move off of the SEND register when they have 'caught up' or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least once a year (this could be as part of Parents' evening) to discuss your child's needs, support and progress. For further information the SENDCo is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

For every provision we have in place the desired outcomes set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written and shared with you, the outcomes intended are shared with staff on pupil passports. Regular meetings are offered to review progress and to update any changes in circumstances.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. There are regular Student Voice surveys where children

can respond to questions about specific topics such as teaching and learning in individual subjects, bullying or differentiation to name just a few.

If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of pupils having high self-esteem in order to achieve positive well-being.

The form tutor has responsibility for the pastoral and social care of every child in their class, therefore this would be the parents first point of contact. If further support is required the class teacher can liaise with the behaviour and welfare team or SENDCo / Inclusion Manager for further advice and support.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'.

What specialist services and expertise are available at or accessed by Allerton Grange School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- SENSAP (Special Educational Needs Statutory Assessment and Provision)
- Leeds SEND Information Advice Support Service.
- Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT Occupational Therapist) and the Speech & Language Therapy service.
- Education Psychologists.
- Outside agencies

Training for staff

Training for Teaching Assistants is provided by the SENDCo, whole school CPD and outside agencies where appropriate.

Who is the Governor for SEND and what responsibilities do they have?

The Governor responsible for SEND is Cat Wilkinson: catwilkinson-gov@allertongrange.com
Cat meets regularly with the SENDCo and is updated on SEND changes, current needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will my child be included in activities outside the classroom including school trips?

All pupils are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum.

How accessible is the school environment?

Allerton Grange School is situated on three floors and can be accessed by wheelchair. We also have several disabled toilets and care suites. Any other resources needed for access may be assessed by Occupational Therapy and Physiotherapy in order for us to ensure ease of access and safety for all.

How will Allerton Grange School prepare and support my child to join the school and then transfer to post 16 Education?

We encourage all new pupils to visit the school prior to starting as part of our 'Taster Day' when they will be shown around the school, meet their teachers and any concerns can be addressed. For children with SEND who may be more vulnerable we would encourage a prior visit as part of our Ambassador Day.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

Transition for Students with SEND between Key stage 4 and Post 16 is supported by Jess Walker, the School Careers Lead, and the SENDCo and for those students with an EHC Plan, Hayley Preston, the Specialist Transitions Advisor with SENSAP.

The SEND department supports students with interviews, taster days and with Independent Travel Training in school and with Leeds City Council Transport Services.

How are resources allocated and matched to children's special educational needs?

We ensure that all pupils' special educational needs are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of pupils' needs. The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

The class teacher along with the SENDCo will discuss the pupil's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Student Improvement Plan (SIP) is written along with the child and to identify the specific issues, put relevant support in place and set targets.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Student Support Officer assigned to each year group. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Pupils who struggle with attendance and lateness enter into an attendance contract in an attempt to improve attendance and lateness. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENDCo, Michaela Child.

What should you do if you feel that the school is not meeting your child's needs?

You could also arrange to meet Michaela Child, our SENDCo. You may also wish to contact your child's Student Support Manager.

Look at the SEND policy on our website <http://www.allertongrange.com/About-Us/Policies/>

Who should I contact if I am considering whether my child should join Allerton Grange School?

In this instance you can contact the school Admin office to arrange a meeting with either the Headteacher, Mike Roper or our SENDCo, Michaela Child to discuss how the school could meet your child's needs.

How is the SEND Information Report reviewed?

This Information Report will be reviewed annually to reflect the changing needs of the pupils who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEND are invited to join the Parent Forum to help us match our local offer to the needs of their child.

Your SENDCo

The school SENDCo (Special Educational Needs Coordinator) is Michaela Child.

Contact details: michaelachild@allertongrange.com

Tel. 0113 3930304

Your SENDCo:

- Has the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs and Disabilities and Social and Emotional and Mental Health Needs
- Works closely with all staff in school, providing training, information and support
- Is available to meet parents to give advice or discuss any concerns they may have about their child's development or learning difficulties
- Makes sure there is a close working relationship with outside agencies and professionals throughout the city such as:

- Educational Psychologists
- Speech and Language Therapists
- and Specialist Teacher Advisors
- Teaches a wide variety of subjects to meet specific needs
- Supports the Assessment of students for Exam Access Arrangements.

Teaching Assistants

- The TAs work across the curriculum areas with individual students.
- Teaching Assistants provide a range of supporting roles from mentoring individuals and small groups, to leading Literacy and Numeracy interventions.

Medical Support

Health Officer:

- Works closely with all staff in School providing information, support and training
- Reports to and refers students to the School Nurse
- Meets with parents/carers to discuss concerns
- Works with a range of outside agencies throughout the city to support all pupils' health and medical needs within school

This support includes:

- Administering medication including asthma inhalers or train staff to do so.
- writing care plans for pupils with more complex medical needs
- Coordinating immunisations.

SaLT (Speech and Language Therapy)

School have subscribed to the NHS to supply Speech and Language Therapy.

The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupil's individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards.
- Providing advice, games and activities for school / or home to work on with the children.

Education Psychologist (EP)

School have subscribed to the Leeds City Council Children's Services EP service.

Access will be dependent upon individual pupils needs through discussion with the SENDCo, Parents/Carers and Class Teacher.

The EP service are able to work with school staff, parents and directly assessing / observing children in order to support learning and identify area of need and how best to support.

CAMHS (Child and Adolescent Mental Health Services)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

Physiotherapy. Treatment is based on the assessment of the child's needs and developing an individualised treatment plan

School Nurse

You may also be referred to the School Nurse via the Health Officer Emma Johnston or your GP and a Care plan may need to be put in place.

School will also hold sessions for parents to come in and discuss any health concerns.

Access to a range of other Specialist Nurses should they be required.

The Sensory Service

This is a team of specialist staff, including teachers and other professionals, who promote the educational inclusion and achievement of children and young people with sensory impairments.

The service consists of three teams:

- **The Visual Impairment Team (VIT)** – works with children with a visual impairment from the time of referral to when they leave school
- **The Deaf and Hearing Impairment Team (DAHIT)** – works with children who are deaf or hearing impaired from the time of diagnosis to when they leave school. Allerton Grange School facilitates the DAHIT Resourced Provision (see DAHITs own page on the this website)

Deaf START – provides support for deaf students in college. It is a fully traded service and is funded solely by the income it generates in providing its services to local colleges or training centres.