



# Allerton Grange School

## SEND Policy

Designated Lead: Michaela Child, Assistant Headteacher/SENDCo

Reviewed November 2025

Review cycle: 1 year

Next review: November 2026

## **Aspire, Grow, Succeed**

### **Allerton Grange School**

- Working together to achieve our full potential.
- Celebrating our diverse school community and fostering tolerance and respect for all.
- Developing active citizens within the school community and beyond.
- Inspiring confident, creative and independent learners.

Allerton Grange School is committed to providing an inclusive education for all pupils, ensuring that every child has the opportunity to achieve their full potential. This policy outlines our approach to supporting pupils with Special Educational Needs and Disabilities (SEND) in line with the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice (2015).

Our KLAS curriculum sits at the heart of the school and it is through equality of access to its cornerstones of Knowledge, Literacy, Aspirational Enrichment and Service & Leadership that our SEND students gain a well-rounded school experience that sets them up for future success in the adult world.

We are an inclusive school with a wide range of SEND within our school community and we are the DAHIT secondary base in the city. Through a range of interventions, adjustments and support, students are enabled to develop understanding of their own needs and learn strategies to support themselves, thereby being prepared for a successful transition into the next stage of their education or training.

As a maintained school, we work in partnership with Leeds Local Authority to provide for students with Special Educational Needs and Disabilities in accordance with The Children and families Act 2014, The Equality Act (2010) and Special Educational Needs and Disability Code of Practice (2015).

Special Educational Needs and Disabilities is coordinated by the SENDCo, Michaela Child [michaelachild@allertongrange.com](mailto:michaelachild@allertongrange.com) who is also an Assistant Head Teacher and part of the school's senior leadership team. She is also the Designated Teacher for Children Looked After. The DAHIT provision is led by Konnie Fenwick-Rasche [Konniefenwickrasche@allertongrange.com](mailto:Konniefenwickrasche@allertongrange.com)

SEND provision is overseen by the Headteacher, Andy Norrington. The SEND governor is Joanne Travis; she has completed SEND governor training. All staff can be contacted through the school switchboard: 0113 393 0304 or email [agadmin@allertongrange.com](mailto:agadmin@allertongrange.com)

## **1. Aims and Objectives**

### **Aims**

- To ensure that all pupils with SEND and those who are CLA have access to an aspirational broad and balanced curriculum, including enrichment activities and trips.
- To promote high standards of teaching and learning for all pupils.
- To support the development of pupils' independence and emotional/social wellbeing.
- To support students onto positive future pathways.
- To ensure that DAHIT pupils have a strong language foundation and a comprehensive understanding of the world to enable them to go on to lead full adult lives.

## **Objectives**

- To identify and assess pupils with SEND and CLA as early as possible.
- To provide appropriate interventions and support tailored to individual needs.
- To work collaboratively with other professionals to support the young person.
- To involve parents and pupils in the planning and review of support.
- To ensure that all staff are aware of their responsibilities regarding SEND and proactively utilise strategies and adaptations to remove barriers.
- To regularly assess and track the language development of DAHIT pupils in line with their specific needs.

## **2. Definition of SEND**

According to the SEND Code of Practice (2015), a pupil has Special Educational Needs if they have a learning difficulty or disability that makes it harder for them to learn than most other pupils of the same age. This covers 4 broad areas:

- Communication and interaction needs.
- Cognition and learning needs.
- Social, emotional, and mental health needs.
- Sensory and/or physical needs.

Students with SEND may also be covered by the Equality Act 2010; it is unlawful to directly or indirectly discriminate against a student because of their disabilities. The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

In line with the guidance in the Equalities Act 2010, school will not treat disabled students less favourably and will make reasonable adjustments to ensure that disabled students have full access to school life and are not discriminated against.

## **3. Identification and Assessment**

### **Identification**

- All staff are responsible for identifying pupils who may have SEND.
- Regular assessments and observations will be conducted by teaching and pastoral staff to identify needs early.
- These needs will be reported to the SEND team using a Cause for Concern form. These will be discussed and actioned at a SEND Team meeting.
- Students may also be flagged as SEND by their primary school and will transition on the SEND register.
- Parents also contact the SEND team with their concerns as an early means of identification.

### **Assessment**

- The SENDCO will coordinate assessments and ensure that appropriate interventions are in place in light of the results.

- We use a range of assessment tools and methods to gather information about pupils' needs. Michaela Child and Katherine Neilson hold the CPT3a certificate are qualified to conduct assessments. These include:
  - GL Lucid LASS and Recall
  - ALK assessments
  - Comprehensive Test of Phonological Processing (Second Edition)
  - Wechsler Individual Achievement Test (Third UK edition)
  - Wide Range Achievement Test (fifth edition)
  - The British Picture Vocabulary Assessment (Version 3)
  - Test of Memory and Learning (second edition)
  - Detailed Assessment of Speed of Handwriting (second edition)
  - Sensory screening
  - Student centred learning walks
- Within DAHIT, Qualified Teacher of the Deaf and specialist Speech and Language Therapists assess pupils' language using assessments including:
  - The British Picture Vocabulary Assessment (Version 3)
  - The Clinical Evaluation of Language Fundamentals (5<sup>th</sup> edition)
  - The Assessment of Comprehension and Expression
  - Language for Behaviour and Emotions
- Staff are asked for their observations via round robin emails.
- In more complex cases, we will refer to external agencies for specialised assessments including, but not limited to: the cluster, SENIT, Speech and Language Therapy, Educational Psychology, CAMHS/Deaf CAMHS
- Assessments can also be carried out by specialists in areas such as neurodiversity and dyslexia. These come with a diagnostic report, which school will use to identify and deliver support needed.

#### **4. Provision and Support**

As part of the KLAS curriculum offer, the vast majority of students, including those with SEND access a broad and balanced curriculum. At Key Stage 4, this is built around the EBacc subjects of Maths, English Language and Literature, at least two sciences, History or Geography and often a modern foreign language. Our aim is unashamedly ambitious and is one where SEND are expected to have the same opportunities as their peers.

Key Stage 3 DAHIT pupils attend the majority of mainstream lessons alongside their peers and are supported by Communication Support Workers (CSWs). CSWs can relay information through British Sign Language, sign-supported English, or modified spoken English depending on the pupils' needs and communication preferences. DAHIT pupils are sometimes withdrawn from specific mainstream lessons based on their needs and are instead taught in small groups within the DAHIT base.

For a very small number of students there may be some alterations to this curriculum offer, either temporarily or permanently. These are discussed by the senior leadership team on a case by case basis.

Due to the language barriers and executive functioning challenges that many DAHIT pupils face, it can sometimes be unrealistic for pupils to follow a full Key Stage 4 course load. By following fewer courses, there is more time for essential pre and post tuition that allows pupils to obtain better results. During Year 9 the Lead Qualified Teacher of the Deaf works alongside parents and school to

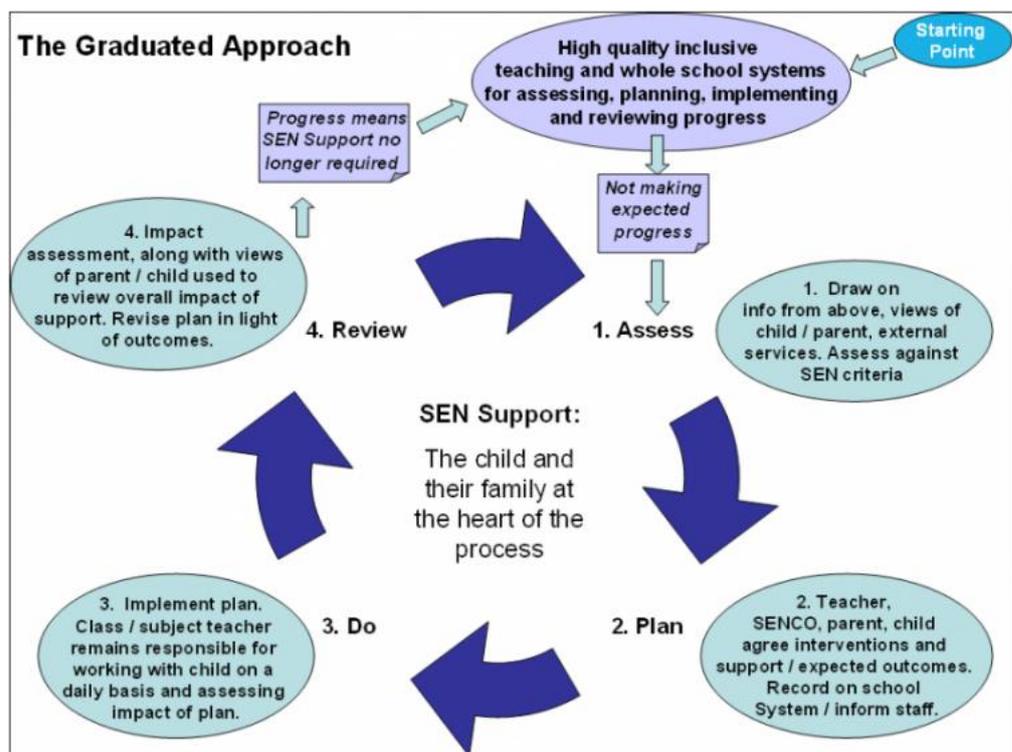
create an ambitious, realistic Key Stage 4 courseload that focuses on gaining meaningful qualifications and celebrating students' particular talents.

A comprehensive programme of PSHE is delivered in each year group (outlined on the school website) and there are initiatives throughout the year looking at improving emotional well-being for all, as well as specialist workshops from the SEND team. We are delivering some PSHE pre-teach sessions in the Hub this year. As the barriers in accessing incidental learning often result in DAHIT pupils being less aware of the wider world than their peers, DAHIT pupils also engage with additional PSHE lessons in base with a Qualified Teacher of the Deaf to ensure they have the skills needed to keep themselves safe and well.

The enrichment curriculum offered in school is for all. This includes Week B session 6, where all KS3 students participate in a range of extra-curricular activities, and KS4 focus on AGS futures. Beyond this, school trips and visits are adjusted and staffed to ensure that all students can attend and enjoy the experience. One example is a wheelchair accessible bus being used and appropriate seats being booked on a London theatre visit. In addition, some trips are specifically for SEND students – such as the Y8 and 8 inter-school SEND 10 pin bowling competition, and visiting the Leeds SEND Careers fair. DAHIT also engage in additional trips, such as our popular annual trip to see the BSL interpreted pantomime. If a DAHIT pupil wishes to engage in extra-curricular activities, Communication Support Workers (CSWs) are able to attend with the pupil to provide access.

### The Graduated Approach

We adopt a graduated approach to meeting the needs of pupils with SEND. We assess (see above), plan what is needed to address identified barriers, put this in action, then review progress and identify next steps.



The Graduated Approach includes the following 3 waves of action:

1. **Quality First Teaching:** High-quality teaching that is adapted to meet the needs of all pupils. Strategies are drawn from the Educational Endowment Fund research, and evidence-based work such as 'Rosenstein's Principles in Action', Tom Sherrington's 'Teaching Walkthrus' and authors such as Daisy Christodoulou, Daniel Willingham, David Didau and Alex Quigley. Techniques such as interleaving, dual coding and modelling are good for all students, but SEND students benefit even more from them.

Each SEND student has an individualised passport of needs which inform staff about their needs and barriers; they contain adapted teaching strategies, reasonable adjustments and access arrangements required to facilitate access to learning.

2. **Additional Support:** If a pupil continues to have difficulties, additional specific time-limited intervention work will be provided by one of our specialist team in school. This may include:
- Targeted interventions.
  - Small group work.
  - Individualised bespoke work.

For the DAHIT pupils, this may include:

- Functional English
  - Speech and language therapy
  - Executive functioning skills
  - Pre and post tuition
  - British Sign Language
3. **Specialist Support:** In cases where pupils have more complex needs, we may seek advice from external specialists and agencies. Recommendations from these external specialists will then be carried out by school staff. Agencies we work with include, but are not limited to:
- Cluster Services
  - Mindmate
  - Gipsil
  - Speech and Language Therapy
  - Education Psychology
  - SENIT
  - Stammering Support Services
  - ICAN
  - SEMH Inclusion Team
  - MindMate Support Team
  - AIP
  - Medical Needs Teaching
  - Visual Impairment Team
  - Deaf and Hearing Impairment Team
  - Habilitation Team
  - Virtual School (CLA)

When a student is making good progress against outcomes over at least a full term, the student will be removed from the register and parents will be informed. Their progress will continue to be monitored to ensure needs are still being met without the active involvement of the SEND Team.

When a student fails to make progress over 2 or more successive cycles, then an Education, Health Care Plan application would need to be considered in conjunction with the student and parents.

**Current wave 2/3 interventions** include, but are not limited to:

- CogMed (for working memory)
- Working memory and processing strategies
- Social stories

- Lexonik
- Boosting Reading @ Secondary
- Active Literacy
- Lexia
- Speech and Language exercises
- Handwriting intervention
- Touch Type, Read and Spell
- Self-esteem and emotional self-regulation
- Pre/post teaching
- Homework club
- Numicon
- Words Matter
- Social skills group work
- Anger/anxiety gremlin
- Understanding Autism/ADHD
- 5 point scale
- Executive Functioning Strategies
- Tech for the VI

## Resources

- Support will be allocated according to need through the use of available funding from whole school SEND budget, funds attached to individual EHCPs and Funding for Inclusion (FFI).
- We have 5 specialists on the SEND Team: teacher of SEND, HLTA for Dyslexia and Literacy (qualified teacher), Neurodiversity Coach, SEMH Coach, and a Speech and Language Coach. In addition to this, we also have a Visual Impairment Team in school. The DAHIT unit is discrete, with Teachers of the Deaf, Deaf Instructors and Communication Support Workers.
- Accessibility equipment includes but is not limited to laptops, ipads, ear defenders, Perkins/Brailenote, coloured paper/overlays, radio aids, screen mirroring, sensory equipment, specialist software.
- In Year 7, the KLAS group of 6 very low ability students is taught by a SEND specialist teacher for English, Geography, Classics and History. This is the same core curriculum as other students but with overlearning to ensure that knowledge sticks.
- Resources, including quick guides to most conditions, are stored in a centralised folder for staff on the school's Sharepoint. This includes a spreadsheet where staff can see action on their Cause for Concern forms.
- The school building and facilities were designed with disabilities in mind. Care suites, changing facilities and disabled toilets are available. Classrooms are adapted to reduce the impact of noise on students with hearing impairments.
- The SEND department operate the Hub space for interventions and to provide a quieter space for students. It contains a care suite for personal care.
- DAHIT have their own classrooms and base within the school. They have a discrete budget and are managed as a separate resourced provision, whilst still being very much integrated into school.

## 5. Involvement of Parents and Pupils

- We believe in a partnership approach and will involve parents in discussions about their child's needs and support. A parent survey is taken annually.
- Transition meetings will be held with the parents of all high needs students during April, May and June of Year 6.

- Pupils will be encouraged to express their views and contribute to their school passports.
- SEND student voice is sought after each intervention cycle and also as part of department and SEND reviews.
- Parents or Carers can contact the SEND team for a meeting or phone call at any point. We also offer weekly Monday SEND appointments (3-4.30pm) to review provisions, parents' evening appointments and summer term online appointment days.
- Students with an EHCP will have an annual review meeting in addition to other points of contact through the year.
- Parents/Carers will be contacted before referral to any external agencies to discuss the student; they will be invited to attend relevant meetings with external professionals.
- We will signpost parents to the Leeds Local Offer and other opportunities that may be useful by email and through the school newsletter. The Local Offer is also published on the school website and can be found here: <http://leedslocaloffer.org.uk/>

## 6. Training and Development

- All staff receive ongoing training on SEND by the SENDCo to ensure they are equipped to support all pupils effectively.
- Early Career Teachers and Initial Teacher Training students have sessions on SEND each academic year.
- All new staff are introduced to SEND at Allerton Grange when they first arrive, with expectations made clear and support signposted.
- A folder of useful SEND resources is on the school Sharepoint. This includes Quick Guides to promote understanding of different conditions and strategies.
- The Governor with specific responsibility for SEND, Joanne Travis, has completed the SEND Governor training.
- The SENDCo, Michaela Child, has completed the CPT3a qualification (which allows her to conduct psychometric testing, including assessing for GCSE and A Level Access Arrangements) She has also completed the National Special Educational Needs Coordination qualification. She is facilitating Red Kite's NPQ in SEND 2024-26.
- All Teaching Assistants and invigilators receive annual training for Access Arrangements.
- All staff in school have the opportunity to learn British Sign Language Level 1 with a Deaf Instructor.

### Recent training in the SEND team includes:

- JCQ access arrangement training for all TAs
- Low Arousal Techniques – Gareth Morewood
- De-escalation techniques
- Trauma-informed support - One Adoption West Yorkshire
- Useful teaching strategies e.g. questioning, prompting, modelling.
- How do students learn?
- CPT3a
- Use of AI to support learning in the classroom
- Memory intervention training
- Occupational Therapy training on safe handling and lifting.
- Personal Care training (NHS)
- Lexonik
- Speed phonics
- Ruth Miskin

- Active Literacy
- Autism Level 1 and Level 2 Courses
- Phonics
- Lego Therapy
- Self regulation strategies
- Speech and language/ Occupational therapy exercises
- Sensory circuits
- Numicon
- Adaptive technology
- Executive Functioning and how to support it in the classroom
- Steplab training

## **7. Monitoring and Review**

- The SEND policy will be reviewed annually to ensure it remains compliant and effective.
- The impact of SEND provision will be monitored through a variety of tracking measures: Class Charts behaviour/achievement reviews, departmental reviews, intervention reviews, academic data and progress, student/parent/TA/teacher voice. Pupil centred learning walks also form part of this review process. Both hard and soft data is considered in progress reviews.
- Whilst the SENDCo holds the overall responsibility for monitoring in SEND and reports this to the Senior Leadership Team and the Governing body, Curriculum Leaders and Senior Leaders also take an active role in evaluating SEND and the impact of their provision in their areas. Subject teachers also track this in their classes.

## **8. Transitions**

Successful transitions are essential and we have strong links with other local schools and colleges. Between KS2 and 3 we offer:

- School visits and tours
- Secondary school key staff visiting primary schools
- Ambassador mornings for SEND students
- Transition Days
- Y6 parents' evening
- School maps and video tours
- Pre-visit the day before school starts
- Visual timetables
- Key workers for high needs students
- A meeting with parents for high needs students
- Meetings with primary school staff for transition purposes
- Higher levels of TA staffing in Y7

KS3 to KS4:

- Guidance and support for students and parents through the options process in Y9
- Review of options to ensure students are on a suitable pathway to support future aspirations
- Teaching assistant support for students to explore options
- Independent careers sessions from Year 9 for students with an EHCP or those who are CLA.

Transitions at post-16 and post-18 involve many of the same things, but in a way that supports independence and growing towards adulthood. We cover:

- Guidance and support meetings
- Independent careers advice and TA support in exploring options
- Transport and route planning
- Travel training
- Transition visits to new provisions
- Meeting with staff from the new provision to discuss needs
- Sharing of access arrangement paperwork
- Parent meetings with high needs students for individualised plans
- Life skills work

## **9. Local Offer**

The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. Please use this link to view: [Leeds SEND Local Offer | Leeds Local Offer](#)

## **10. Complaints Procedure**

Should parents have any concerns, we would encourage them to get in touch with Michaela Child (Assistant Head and SENDCO) by any of the methods below:

- email [michaelachild@allertongrange.com](mailto:michaelachild@allertongrange.com)
- telephone 0113 393 0304
- SEND surgery at school every Monday between 3pm and 4.30pm

We are keen to work with you to resolve any problems.

The school has a complaints procedure that can be used for formal complaints if issues are not resolved. Details can be found on our website: [School Complaints Procedure - Allerton Grange School](#)