



# **Allerton Grange School**

## **Annual SEND Report**

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Review cycle: 1 year

Next review: Spring 2026

## Annual SEND Report

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### SEND at Allerton Grange

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. A Local authority review (June 2023) said that: *'There is clearly ambition across the school for what pupils with SEND can achieve. This is reflected first and foremost by the fact that the vast majority of pupils follow the same KLAS curriculum as all other learners. Leaders believe this is an entitlement.'*

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 and support, students are enabled to develop understanding of their own needs and learn strategies to support them.

Our contribution to the Leeds local SEND offer, our annual SEND report and SEND policy can be found on our website: [SEND Policy & Information Report - Allerton Grange School](#)

We are part of the Leeds Local Offer: <https://leedslocaloffer.org.uk/>

You can also email the Local Offer Team directly if you can't find what you're looking for online: [LLO@leeds.gov.uk](mailto:LLO@leeds.gov.uk)

### SEND Admissions

As a local authority school, all admissions - including those students with SEND and CLA - are through Leeds City Council. More detail can be found on our website: [Admissions - Allerton Grange School](#)

SENSAP are involved for young people who have an Education Health Care Plan and will consult us, amongst other providers, to see who is best placed to meet need. We are happy to arrange a visit to school and discuss needs in advance of being named on an EHCP to give you the best possible understanding of what Allerton Grange can offer.

### SEND profile for the last 12 months

- Total students on roll at Allerton Grange 1747
  - 243 on SEND Register
  - K – 211 students 12.1% of school population (2024 national average 13.6%)
  - E – 32 students 1.8% of the school population (2024 national average 4.8%, Leeds Average 2.8%). 20 EHCPs are currently at different stages of the assessment process, which would take the figure up to at least 2.9% by the end of this year.
  - 11 DAHIT Resource Provision students
- SEND students make up 14% of the whole school population

- This year, a number of students have medical or personal care needs. This is significantly different to previous cohorts. Last year, for example, there was a noticeable rise in complex needs in Year 7, including those with high levels of SEMH, many of whom were also neurodiverse.
- Those who are best suited to A Level courses are now staying on to sixth form

Year Group	Total Female	Total Male	EHCP	Pupil Premium
Year 7	19	34	7	11
Year 8	21	31	8 (4 DAHIT)	19
Year 9	14	35	7 (3 DAHIT)	13
Year 10	20	21	6 (3 DAHIT)	15
Year 11	13	12	1	8
Year 12	7	5	3	3
Year 13	7	4	0	2
<b>Totals:</b>	<b>101</b>	<b>142</b>	<b>32</b>	<b>71</b>

SEND Primary Need	Female	Male	Total	Pupil Premium
ADHD	10	16	26 (+3)	7
Autism	24	51	75 (+20)	13
Dyslexia/Literacy difficulties	31	22	53 (-2)	11
Dyspraxia	0	2	2 (+1)	2
Hearing Impairment	10	12	22 (+2)	9
Moderate Learning Difficulty	5	12	17 (-11)	11
Severe Learning Difficulty	0	0	0 (-1)	0
Physical Disability	3	3	6 (+1)	3
SEMH	11	8	19 (-12)	7
Speech and Communication Difficulty	2	9	11 (-3)	3
Visual Impairment	2	5	7 (-1)	2
Other	3	2	5 (-5)	3

The number of EHCPs is changing dramatically as Leeds has shifted from a model of funding that was either through an EHCP or through Funding for Inclusion (FFI) to funding only through EHCPs. This means we have a significant number of students to convert to EHCPs over the next two years. Currently 15 students are 'yes to assess', 3 are with plan writers and 2 are due to be issued. We are intending on submitting the next 14 applications by the end of the summer term.

### Overall quality of provision for pupils with SEND

Our curriculum intent is summed up by the KLAS curriculum. We provide a knowledge-rich and highly ambitious progressive curriculum which is a guarantor for equality for all and ensures that cultural capital is available to all. This is a broad curriculum at KS3 and contains a much higher than average EBacc provision at the heart of KS4. SEND students access this entire curriculum with varying levels of support. At times, it is necessary to reduce the curriculum offer due to individual circumstances, for example extreme anxiety causing emotionally based school avoidance, or VI/HI students who need specialist sessions as part of their provision. Curriculum adjustments will always be as a last resort and temporary in the first instance. Our belief is that our SEND students deserve to experience the same enriching fullness of the KLAS curriculum and have the same opportunities as everyone else.

We are now in our fourth year of running a small KLAS group for our lowest ability students in Year 7. This group is for literacy-based subjects (English, History, Geography and Classics) and is for our weakest learners, usually with a reading age around 6 years and working around Year 1 or 2 level. These lessons follow the same curriculum as everyone else but they are taught by a specialist SEND teacher (Katherine Neilson), focusing on retention of core knowledge and embedding of vocabulary so that the building blocks are in place to ensure success in classrooms

higher up the school. Regular assessments show that students made better progress as a result of this provision and retain their learnt knowledge into Year 8 and beyond.

SEND students are identified through a variety of means: they can be identified as SEND by primary schools, they may be working with external agencies, parents may make contact with us, or staff may raise a cause for concern from what they see in class or in social times. These students are reviewed fortnightly by the SEND team, triaged and appropriate actions are taken.

Assessment tools are used early to identify an individual's specific needs so that a pathway of meaningful interventions to address need are put into place and measured. Various in-house assessments can be conducted including:

- GL Lucid LASS (Literacy)
- GL Lucid Recall (Working memory)
- Weschler Individual Achievement Test – III – UK (Academic achievement)
- Comprehensive Test of Phonological Processing 2 (Speed of processing, memory, phonological awareness)
- Test of Memory and Learning 2 (general and specific memory functions)
- British Picture Vocabulary Scale (Vocabulary assessment)
- Detailed Assessment of Speed of Handwriting
- Screening for typical dyslexic traits
- Sensory profiling

The aim is to identify and give students the tools they need early so that they become increasingly independent over time. We also refer to external agencies for specialist support and follow the guidance that is given. This approach has led to a number of students being diagnosed with conditions we had suspected from assessment results but the support is in place much earlier.

There has also been a significant rise in parent requests for neurodiversity assessments in the past year; we support these referrals. As the pathway to neurodiversity assessments is now extremely lengthy, we have been trialling Peilivision in conjunction with the NHS. This programme screens for typical features of ADHD, such as executive functioning, prospective memory impairment and inattention. This means we can intervene on specific areas at an earlier stage in the process whilst students are on a waiting list. The Oakdale Centre is keen to extend this project with us and see if school screening can be used to triage their waiting lists and also to see if it can measure the impact of medication for students with ADHD.

For SEND students, wave 1 teaching is supported by individual passports of needs which are shared with all staff with the aim of removing barriers to learning. Considerable time is spent making passports personal and meaningful so that students' needs are understood and therefore met. A review of SEND by the Local Authority in January 2025 acknowledged that "Excellent pupil passports- very specific, personalised, detailed with lots of useful info." Departmental reviews and SEND reviews through 2023 and 2024 have shown that staff are using these passports and relevant adaptations are being made in class enabling students to learn better; this is confirmed by parent/student/TA feedback. An early 2025 SEND review identified that some new staff are not as adept at adaptations, so further training is being put in place with modelled examples. Future whole school work on a more inclusive style of lesson for all is in development.

A range of wave 2 and 3 interventions, including pre-and post-teach are carried out matched to specific need; the progress made in interventions is analysed (which can be through soft data (such as student voice) or quantitative data (such as reading age). The intervention packages themselves are reviewed for their effectiveness; where they are having limited impact, we seek out an evidence-based alternative. For more vulnerable students, we offer regular mentoring sessions to ensure that we are listening to them and supporting them in a way that makes school a positive experience.

The SEND team works with a wide range of professional services, including cluster services, STARS, speech & language therapy and social care, to support students' cognition, behaviour and welfare. This provides a range of directed strategies and intervention programmes for us to use in order to fully support our students. This includes

things from internet safety/stranger danger to sessions on identifying emotions. We circulate the local offer to parents and also highlight events on the school newsletter.

We have responded to the growing levels of need in school by developing the SEND team over the past few years to include the following positions:

- Visual Impairment Team
- Neurodiversity Coach
- SEMH Coach
- Speech Language and Communication Needs TA
- Personal Care needs TA

This has given us more capacity so that we can continue to meet needs of students in school effectively through a wide range of more specialist interventions. These specialists are non-teaching and access training at local and national levels to ensure that they have up-to-date knowledge of their area. Our member of staff for the personal care needs has been trained by the NHS; other members of staff have been trained in safe hoisting techniques.

The SEND provision has developed positively over the past 4 years. Regular staff training is part of this; most recently we have delivered a session on creating an inclusive climate for learning for teaching staff. SEND is part of the training programme for all new staff, Early Career Teachers and Initial Teacher Training students throughout each academic year. Additional training offered to all staff included 'Making Sense of Autism' Tier 1 and trauma-based training by One Adoption West Yorkshire for pastoral staff. Quick guides are available to all staff outlining a wide variety of conditions and disabilities.

We proactively support students to get involved in the school's enrichment programme and the introduction of Friday B session 6 means that all of our SEND students are now accessing a variety of opportunities. SEND students regularly participate in the Duke of Edinburgh Award, the school musical, Bushcraft and so on. Two of our sixth-formers are now successfully running an after-school Dungeons and Dragons club for some neurodiverse Year 7 and 8s; this has been very popular and is developing social skills and friendships alongside an extra-curricular activity and the sixth formers are also enjoying the experience.

We also run some SEND specific trips, like ten pin bowling competitions and visiting SEND careers fairs, as well as providing additional career's advice through Scope. TA support, transport and venues are all considered to ensure equality of access as far as possible.

Transition work is an essential part of our work. We meet with parents, primary schools and the students in order to get a comprehensive picture of need so that passports and support are ready to go from the first day. Passports are shared with parents for additional input before they are finalised. Ambassador mornings specifically for SEND students supplement the transition mornings and some additional visits are supported after school for students who struggle with change. Some primaries have welcomed visits from our Y7 TAs so that we can get to know high needs students in a familiar environment. We have a higher level of TA support in Y7 so that transition is well supported.

At post-16/18 the provision for transition is similar. We support careers guidance and students' exploring of options. Our destinations are positive, with students accessing courses that match their aspirations and interests. We work with their next provider to ensure they have a comprehensive knowledge of the student's needs and support open days and visits. We offer a post-GCSE workshop, which includes things like bus routes and independence skills in order for them to feel as confident as possible taking their next steps.

We also transition students back from long-term illness, medical needs teaching and occasionally an off-site placement. This is carried out via a personalised plan in agreement with the student and their parents, with regular reviews.

Our aim is one of collaboration and we try hard to be available to parents. SEND drop-in surgery runs every Monday between 3.15 and 4.30pm, the SEND team are all available by email and telephone, meetings are booked

on request, parents' evening reviews take place with the SENDCO and we are planning a summer term review day in the summer term. Student voice is very important to us and it is sought through department reviews and audits, SEND reviews, at the end of each intervention block and also through informal chats with trusted TAs. EHCP students have statutory reviews. Where a SEND student is also looked after, voice and review is carried out in line with PEP and review meetings. Progress is monitored for all students through a combination of voice, academic results, behaviour monitoring and intervention tracking.

### **The DAHIT provision**

As far as is possible within staffing/timing constraints, the DAHIT pupils follow an individual timetable that is designed specifically to meet their needs as a deaf learner. Whenever possible, students access learning in mainstream lessons with subject-specialist teachers, supported by Communication Support Workers (CSWs), QTODs (Qualified Teachers of the Deaf) and/or Deaf Instructors (Dis) as appropriate. When a pupil's individual circumstances mean that mainstream lessons are not accessible, pupils are sometimes withdrawn from particular subjects.

For the 2023-24 cohort, subject provision looks as follows:

KS3 (7 pupils)	Mainstream	DAHIT Base
English	4	3
Maths	7	
Science	7	
PE	7	
History	3	ASDAN Humanities
Geography	3	
RE	2	5
Computing	4	3*
Art	7	
Technology	7	
Drama	2	
Music	2	

\*We currently have a QTOD with an IT specialism who is teaching all DAHIT pupils additional computing skills in base alongside mainstream computing. The aim is to become ECDL accredited, so these pupils can gain an additional qualification in KS4.

KS4 (3 pupils)	Mainstream	DAHIT Base
GCSE English	2	1
GCSE Maths	3	
GCSE Science	2	ASDAN short course 1
GCSE Product design	1	
RE		3
GCSE Photography	3	
PE	3	

Many of our DAHIT pupils benefit from having a reduced timetable, as this provides opportunities for pre and post tuition that are vital for deaf learners. By having dedicated "back up" time in base, we are able to revisit key concepts and vocabulary that have been covered in mainstream to ensure that the DAHIT learners fully understand. In addition to the "back up" lessons, pupils also benefit from having time to fit in their interventions. For the 2023-24 cohort, the types of interventions that we have had running in base include: speech and language therapy, 1:1 reading; emotional regulation; and verbal reasoning. It is difficult to give precise data on how many pupils are accessing each intervention, as our groupings and timetable varies each half term to be responsive to pupil need. As deaf children are particularly prone to concentration fatigue, due to the difficulties of trying to comprehend spoken language with incomplete

auditory input, our learners really value the time they have in base, as it is easier to match learning to better suit their preferred pace than is always possible in a mainstream lesson (this was a key theme in the pupils' EHC3 forms).

Deaf children cannot learn incidentally in the same way as their hearing peers, as they cannot overhear conversations in the same way and learn things vicariously. As such, most of our deaf pupils have limited world knowledge, which is often compounded by them also belonging to disadvantaged groups due to socioeconomic status, being refugee, new to education, etc. As such, it is also vital to use base time to build their understanding of the world, as without this they can be very vulnerable. We do this through watching signed news programs, additional PSHE taught by a Qualified Teacher of the Deaf, having external visitors in, and going on DAHIT trips to increase our pupils' cultural capital.

We are also fortunate to have two Deaf Instructors who teach British Sign Language (BSL) to our pupils in base. Some pupils use BSL as their main form of communication, so this teaching is essential to ensure that their language is developing well (as without this, even with the most highly skilled Communication Support Worker, they will not be able to access the curriculum). Other pupils may predominantly communicate using spoken English, but choose to learn BSL in place of a modern foreign language to develop their language skills and their understanding of deaf identity and culture. When they are ready, our pupils are able to sit their Level 1, Level 2 (GCSE equivalent) and Level 3 (A level equivalent) exams. These levels are worked through at the pupil's own pace, rather than being expected in a certain year group.

This year we have had a real emphasis on speech and language therapy, as this was identified as a key area for development for the majority of our pupils. We have invested in our own speech and language assessments, and have employed, through an agency, a speech and language therapist who is also training to become a Qualified Teacher of the Deaf. This has increased our capacity to deliver speech and language interventions "in house" and has already resulted in dramatic improvements for our pupils. The amount of time a child spends in speech and language interventions depends on their overall picture of need, so is different for each child, but currently looks like this:

Child	Year Group	Number of half hour SALT sessions per fortnight
Child A	8	0 (assessed as age-appropriate Sept 23)
Child B	8	1 (assessed as age-appropriate Sept 23)
Child C	8	2
Child D	8	2
Child E	9	2
Child F	9	4
Child G	9	4
Child H	10	3
Child I	10	2
Child J	10	2

#### **Achievement of pupils with SEND**

It is worth pointing out that each SEND cohort is different and it is not comparing like with like. Nationally, pupils with SEN have had significantly lower attainment than pupils without SEN across all the headline measures.

SEND in Y11 in **2024** consisted of 34 students: 3 were taught by Medical Needs Teaching, one with severe learning difficulties was placed with us through Fair Access in March 2024, 4 were very low cognition and 5 had complex SEMH needs, one of whom was hospitalised over the GCSE period. This equates to 38% of the SEND cohort needing a significantly different approach. This has impacted on Progress 8 results this year for SEND E, but despite the challenges of this year group, Attainment 8, Strong English/Maths results and the EBacc measure are all significantly above national averages for SEND K and SEND E.

SEND in Y11 in **2023** consisted of 44 students, who had a very different profile to the previous year. This included 3 students with Emotionally Based School Avoidance, who struggled to access school in any meaningful way in Year 11, despite extensive support packages. There were a number of outliers with significant learning issues at the lowest end, including three DAHIT students and one with a severe learning difficulty. Given the make-up of the cohort, they have done well and have achieved the results they needed to access their next steps.

SEND in Year 11 in **2022** was a small group of 26 students who were more able than the previous year group and included our first visually impaired cohort. They did perform better. Progress 8 for SEND K was +0.1 matching the national average Progress 8 for all students and for SEND E was -0.16 which is half a grade better than the national Progress 8 score for SEND. Of particular note was the achievement of our dyslexic students following the promotion of Rachel High and the work she carried out with them. This cohort has achieved well.

SEND in Year 11 in **2021** had a significant number of outliers at the lower end, including 6 DAHIT students and some complex learning needs including global developmental delay. These students are mostly contained in the SEND E figures and although there was no grade 4-9 pass in English and Maths, almost all students attained 1-3 grades in both or a grade 4 in either English or Maths, which are achievements well worth celebrating.

	2021 All at AGS	2021 National All	2021 SEND K AGS	2021 SEND E AGS	2021 National SEND All	2022 All at AGS	2022 National All	2022 SEND K	2022 SEND E	2022 National SEND All
Attainment 8	48%	50.9%	28%	13%	31.1%	48.25%	48.8%	42.43%	38%	29.4%
Progress 8						-0.01	0.1	0.1	-0.16	-0.69
Strong Pass in Eng/Ma	42.2%	51.9%	12.5%	0%	18.3%	54%	49.8%	33.3%	60%	18.3%
Grade 4-9 in Eng/Ma	65.8%		25%	0%		68.4%		52.4%	60%	
EBACC Average Points Score	4.56	4.45	2.43	0.95	2.53	4.71	4.27	3.96	3.47	2.42

	2023 All at AGS	2023 National All	2023 SEND K AGS	2023 SEND E AGS	2023 National SEND K	2023 National SEND E	2024 All at AGS	2024 National All	2024 SEND K AGS	2024 SEND E AGS	2024 National SEND K	2024 National SEND E
Attainment 8	43.91	46.3	33.42	24.5	33.3	14	44.9	45.9	34.6	24.5	33.1	14.2
Progress 8	-0.03	-0.03	-0.41%	-0.47%	-0.45	-1.12	-0.02	0	-0.5	-1.2	-0.45	-1.13
Strong Pass in Eng/Ma	43%	45.3%	21.6%	12.5%	20.7%	6.9%	45.7%	45.9%	35.7%	33.3%	21.6%	7.0%
Grade 4-9 in Eng/Ma	63%		31.5%	25%			62.2%		46.4%	33.3%		
EBACC Average Points Score	4.17	4.05	3.17	2.13	Any SEN 2.32	Any SEN 2.32	4.33	4.07	3.5	2.6	2.79	1.14

The national pattern is that there are significant gaps between outcomes of SEND students, their peers and national averages. We have put in place a range of interventions to support students, including individualised provision and staff are very aware of the accessibility of lessons. Whilst achievement is below that of their peers, we are in line with or above national results for SEND. There are some pleasing individual success stories.

As there was only one DAHIT student in Y11, GDPR means we cannot publish her very pleasing results as she can be identified. Please contact either Michaela Child [michaelachild@allertongrange.com](mailto:michaelachild@allertongrange.com) or Konnie Fenwick-Rasche [konniefenwickrasche@allertongrange.com](mailto:konniefenwickrasche@allertongrange.com) if you require further information.



## **EBACC**

The KLAS curriculum is the guarantor of equality, so the expectation is that all SEND students will follow an EBACC curriculum as this opens up future opportunities for them. Almost all students follow this curriculum at KS3. A small number of students may not take the full EBACC at KS4 directly due to their SEND needs, for example, DAHIT students need additional time to learn standard English (which is their second language) which has to be prioritised for future life chances. Some students with extreme SEMH and Emotionally Based School Avoidance (EBSA) also have a reduced timetable to ensure they can access as much as possible. The aim is always to increase back to a full timetable but this isn't always viable.

### **EBACC at KS4**

#### **2024:**

National EBacc entry in 2024 was 40.4%. National EBacc entry for SEND K was 20.1% and E 4.8%  
AGS EBacc entry for all cohorts was 89.4% and 67.9% SEND K, 33.3% SEND E

#### **2023:**

National EBacc entry in 2023 was 39.3%. National EBacc entry for SEND was 15.2%  
AGS EBacc entry for all cohorts was 88.6% and 66.6% SEND

#### **2022:**

National EBacc entry in 2022 was 43.4%. National SEND Ebacc entry was 14.1%  
AGS EBacc entry for all cohorts was 88% and 77% SEND

#### **2021:**

National EBacc entry in 2021 was 38.7%. National SEND Ebacc entry was 13.5%  
AGS EBacc entry for all cohorts was 71.8% and 28% SEND

## **Behaviour**

Behaviour is monitored across all year groups on a weekly basis so that SEND specific work can be done with students to ensure that they have the tools they need to understand and manage their behaviour. This can be quite complex one-to-one work over time and is not a 'quick fix' in many cases. This is usually having impact as can be seen in the number of students who reduce behaviour points over time. This means that students are in lessons and engaging better with their learning.

We track all SEND students to spot patterns in behaviour so we can intervene quickly when things go wrong. Disruptive behaviour is the most common behaviour point with insufficient homework and not following instructions also high. Alongside the year teams, we work with these students to improve issues; a SEND homework club takes place 4 nights a week for targeted students and classroom adaptations with written support for verbal instructions are having positive impact for a number of students. A number of students are mentored and others receive interventions such as the Five Point Scale and Zones of Regulation. This year, we do have a small number with particularly complex SEMH needs, particularly in Key Stage 3. These students can be highly dysregulated and need considerable input.

Isolation and suspension data shows that there are a small number of students in each year group who are receiving repeated isolations. Unsurprisingly, these are the same students who have high levels of behaviour points. SEMH is the largest SEND group isolated and suspended. This fits with the rise in the complexity of needs in this area. Isolations are adapted for students with SEND and our high tariff students will have some time with a member of staff unpicking what has gone wrong and next steps. Most of these students also have external practitioners working with them, such as the SEMH Inclusion Team, STARS, counselling and the Educational Psychologist and some are also on the waiting list for neurodiversity assessments. Some are also on the EHCP pathway

We have two students who have been placed with us where we cannot meet need due to us being a large and busy mainstream school. Environmental factors are too great and behaviours are linked to this. A change in placement for one was requested in April 2024 and the other in July 2024. We are still waiting for named placements for both in March 2025 and have full time support or alternate provision in place to bridge the transition period.

**Alternative Provision students**

There are five SEND students who are currently being educated at an alternative provision. Where possible we reintegrate them in school, and have done that successfully with some students this year. Equally, if all avenues have been exhausted in the mainstream offer and students are waiting for a specialist long-term placement, a small and nurturing off-site provision may be the best interim placement for them as a bridging provision. This is carefully considered on a case by case basis.

Given the level of complexity of some of our students, this data suggests that we are managing to support the vast majority of SEND students effectively within AGS.

**SEND destination figures**

The destination figures for **Year 13** come from 13 students who left in 2024. Their destinations are as follows:

8 x students going to university

- Newcastle University – Chemistry with Medical Chemistry
- LIPA – Musical Theatre
- Chester University – Music journalism
- Newcastle University – Physics
- University of Law – Law
- Birmingham City University – Biomedical Sciences
- Lancaster University – Business Management
- Leeds Beckett University – Psychology in Education

1 x student apprenticeship

- Government

4 x gap years

- Resits x 2
- Volunteering
- Applying for university in 2025 after significant mental/physical health complications during A Levels)

At **Post-16** SEND destinations reflect the cohort and their interests:

There were 34 SEND students in this cohort; more than usual were low achieving in the cohort or taught through Medical Needs Teaching.

Level of course	Number of students
Entry level/ Level 1	7
Level 2	6
Level 3	17
NEET (engaged with services)	3
Out of area	1 (student has engaged with a new provision and EHCP application paperwork has been handed over and meetings supported in the new LA)
<b>TOTAL</b>	<b>34</b>

Destination	Number of Students	Percentage	2024 Percentage
Allerton Grange Sixth Form	8	23.5%	20.5%
6 <sup>th</sup> Form College	6	17.6%	6.8%
FE College	13	38.2%	61.4%
Apprenticeship	1	2.9%	2.3%
Specialist	2	5.5%	0
NEET	3	8.8%	4.5%
Out of area	1	2.9%	0

Almost all SEND students are on appropriate pathways. The three NEET students are exceptional circumstances for individuals, for example, hospitalised long-term and unable to access education.

We access additional Careers support through SCOPE in addition to sessions provided in school and by our independent careers advisor.

We are pleased to see more SEND students accessing our sixth form year on year.

#### **SEND policy and website**

The SEND Policy was reviewed and revised in November 2024. It is more accessible and reflects the fullness of the provision on offer in a more cohesive manner.

Our website material is currently being reviewed and rewritten to include improved guidance and links for parents seeking support. It meets statutory requirements.

#### **Accessibility**

In line with the Equalities Act 2010 and Autism Act 2011 the school ensures that disabled students are not treated less favourably. We firmly believe in equality of opportunity and access to the KLAS curriculum, with the intent to enable our SEND students to access the fullness of school life and beyond.

Reasonable adjustments are made to ensure that disabled students have full access to school life, enrichment, trips and the curriculum. Reasonable adjustments can be for sensory reasons (e.g. uniform adaptations, ear defenders), for learning reasons (e.g. pre-teach, coloured overlays, reader pens, flash cards) or for accessibility reasons (e.g. roger pens, writing slopes, larger font texts, braille, PE balls with bells in for VI). Accessibility is also enabled through the work of teaching assistants and communication support workers. We also liaise with a wide range of health and social care professionals to ensure that high needs students have their provision regularly reviewed so that it always reflects current need. Occasionally there is an insurmountable barrier, such as a student who cannot take part in a contact sport due to their medical needs. When this occurs a safe alternative alongside peers will be offered.

The school building and facilities were designed with disabilities in mind. Care suites, changing facilities, lift access and disabled toilets are available. Classrooms are adapted to reduce the impact of noise on students with hearing impairments and all classrooms have sound field boxes. The SEND department operate the Hub space for interventions and also to provide a quieter space for students during lunch and break time if they feel they need it. DAHIT have their own classrooms and base within the school so that they too have a safe space where needed.

The Accessibility Policy is available on the school website.

#### **Statutory assessments**

We continuously carry out Assess, Plan, Do, Review cycles to meet the needs of students who need SEND support. This often involves work with a diverse range external agencies such as cluster services, educational psychology, speech and language therapy, stammering services, STARS, SENIT and physiotherapy and including their recommendations into this graduated approach.

When this support does not have impact, we will work with parents and submit a statutory request for EHC assessment to the local authority. We currently have 20 cases sitting with SENSAP at different stages of the assessment process. Whilst this statutory process is ongoing, we continue to work with students and families.

We also work with a range of agencies such as Mindmate Spa, providing evidence and reports towards diagnostic assessments. This diagnosis referral can come from either a need we have identified or one which the parent is concerned about. We aim for early referrals; SEND support is put into place whilst the student is on the waiting list for assessment.

Whilst not statutory, assessments underpin the SEND work we do at AGS. Initially we screen students to get an overview of their cognitive ability using the Lucid Lass and Recall GL Assessment tools; we also have some screening for dyslexic traits that can be carried out and have been part of a pilot screening executive functioning. This, alongside observations and working with students, parents and teachers forms the information written onto passports to support all Wave 1 learning in the classrooms.

Michaela Child qualified as an Access Arrangement Assessor (CPT3a) in January 2022 and Katherine Neilson in July 2023. This enables in-house access arrangements to be carried out, but also in-depth psychometric assessments (which previously would have needed an external agency e.g. SENIT to complete) to allow us to better understand the barriers of each student far more quickly. The outcomes of all assessments are specifically matched to wave 2 interventions delivered by the coaches in the TA team and are included in a passport review and communication with home. They form an essential part of the Graduated Approach and feed into EHCP applications and/or reviews where appropriate.

## **Attendance**

SEND attendance is impacted significantly by Emotionally Based School Avoidance (EBSA). EBSA is most commonly seen in SEND students, who are frequently diagnosed with a neurodiverse condition whilst they are absent from school. For many students, this school-based anxiety is a result of being unable to cope with the sensory, demand-driven environment of mainstream schooling. We have two Year 7s, one Year 8, four Year 9s, three year 10s and one Year 11 students who are currently having extreme difficulties in accessing school. These students all have individualised action plans and support in place.

It is also worth noting that the current Y7 cohort has a number of significant medical needs, often with frequent hospital appointments and these also impact on attendance.

In April 2022, we worked alongside Educational Psychology with some persistent SEND absentees and their families, and delivered the strategies agreed in small steps. We also attended training on 'Understanding Anxiety-Based School Avoidance' with Ellie Costello of 'Square Peg' in January 2023 and the Autism and STARS guidance on EBSA (March 2023). This has been reassuring for both SEND and the Attendance Team as the small steps incremental approach we use is the one that has the highest chances of success and does not add to the trauma experienced by the young person. It does, however, take considerable time and often creativity.

We have 2 x KS3 students accessing the Medical Needs Teaching Service (MNTS) at Queenswood where they study a core curriculum of English, Maths and Science in small groups in a specialist setting. We successfully manage to phase students back in from there for at least some of their curriculum, but this is not the parental intention with the Y7 student. It can be challenging to get students into MNTS as CAMHS is the gateway to a referral and waiting lists mean that even students in crisis are not able to access CAMHS.

Some students access remote learning whilst they are unable to come into school. Two students are currently studying at Edclass and one at Minerva Academy. Others have work provided by school. The aim is for the Edclass students to gradually phase back into education at Allerton Grange once their extremely high anxiety begins to decrease. Parental preference for the other student is small independent.

Plans are in place for all students, building from home visits, to Teams meetings, to short sessions in the Hub with our Neurodiversity Coach – even after school hours if that is what is necessary to take the next step. Study sessions in the hub lead to adapted timetables and supported lessons in the classroom, which increase in frequency as time goes on. This is a very slow process with variable success rates. However, all of our Y7 students are increasing their attendance as time goes on.

**National figures for Autumn 2024 for SEND:**

'Pupil attendance between 09 September and 21 December 2024 by SEN - Autumn term' for EHC plan, No SEN and SEN support in England for 2024/25 Autumn term

		2024/25 Autumn term
EHC plan	Attendance rate	86.9%
	Persistent absence rate	35.1%
No SEN	Attendance rate	94.2%
	Persistent absence rate	17.0%
SEN support	Attendance rate	89.9%
	Persistent absence rate	29.0%

**Year to date attendance figures compared to national SEND attendance:**

2024-5	HT1	HT2		2023-4	HT1	HT2	
E (30)	87.7	87.06		E (29)	89.9	89.1	
K (197)	90.7	90.98		K(189)	91.4	90.3	
PA (all)	29.26	21.05		PA (all)	21.69	21.05	

**SEN Figures by Year Group Year to Date**

2024-25	Year 7	Year 8	Year 9	Year 10	Year 11
E	85.1	82.3	88.9	90.5	94.6
K	92.4	90.8	89.4	85.6	86.2

Attendance is an area of concern at the moment. Figures have dropped by around 2% in the SEND E category since last year, primarily due to medical issues but still above national average of 86.9% for the same period. We are working with identified students and the attendance team to increase this figure.

SEND K figures are very similar to last year and, again, slightly above national for SEND K (89.9%). We are significantly impacted by EBSA students on these figures, particularly in Years 9-11 and all of these students have personalised action plans to improve the current position and to re-engage them in learning. We want to improve these figures and are working collaboratively with students and home to make a difference.

**SEND budget and spending**

The Funding Formula statement gives us a notional block of funding worth £550,050 with estimated top-up FFI funding of £287,970 (up from £180,844 in 2023/4, £147,056 in 2022/3 and £117,440 in 2021/2) for 67 high needs students. £30,000 income for the DAHIT provision is also received.

At present, this totals to £868,020 (up from £740,058 in 2023/4, £726,616 in 2022/3 and £697,001 in 2021/2)

Expenditure	Cost 2021-22	Cost 2022-23	Cost 2023-24	Cost 2024-25
601 Teaching Assistant hours per week Annual total	£341,000	£375,000	£399,000	£427,200
HLTA 32.5 hours per week	£29,000	£32,000	£33,500	£36,000
Teacher of SEND 0.8	£30,000	£33,000	£36,000	£37,000
Neurodiversity Coach			£16,500	£26,800
SEMH Coach				£18,600
Personal Care				£10,000
Admin time	£13,000	£14,000	£24,500	£25,400
Pastoral/attendance team support	£90,000	£96,000	£100,800	£104,300
Resourced provision annual cost to school	£30,000	£30,000	£30,000	£30,000
Smaller Class sizes/Aspire	£128,000	£134,000	£140,700	£145,600
Specialist technology to support learning in class (e.g. Brailenote, Perkins, laptops, reader pens, iPads, writing slopes)	£6000	£6000	£6000	£6,500
Specialist intervention programme subscriptions or app purchases (e.g. IDL, Lexonik, CogMed)	£6000	£6000	£6000	£6,500
Cluster Services, including purchase of additional Educational Psychology and counselling time	£10,000	£10,000	£10,000	£10,500
Nisai	£7000	£4000	£10,500	£13,100
Additional TA after school time to allow enrichment and homework club.	£1000	£1000	£1000	£2,000
Access arrangement tests and testing	£6000	£6000	£6000	£6,500
Total expenditure	£697,000	£744,000	£820,500	£896,100
Total income	£697,000	£726,616	£740,058	£868,020
	0	-£17,384	- £80,442	-£28,080

In terms of value for money, this expenditure ensures that students can access the KLAS curriculum.

- Pre and post teach is delivered through the TA team (EEF moderate cost for high impact)
- Resources are adapted to support access to learning
- Teaching assistants support in class (EEF moderate cost for moderate impact)
- Teaching assistant interventions, including homework club (EEF moderate impact for moderate cost)
- Small group in Y7 to allow for literacy-based KLAS to be taught at a slower pace. (EEF moderate impact for low cost)
- Purchase and delivery of a range of numeracy and literacy-based intervention packages covering reading comprehension, vocabulary and phonics (EEF high impact for low cost)
- Mentoring (EEF low impact for moderate cost)
- Bespoke disability interventions e.g. speech and language therapy programmes (EEF High impact for low cost)
- SEMH intervention and support work (Moderate impact for low cost)
- TA after hours support to enable our most vulnerable children to access the same enrichment activities as their peers.
- Access to cluster services
- CPD offer to all staff e.g. Autism Level 1
- Provision of equipment to enable accessibility of lessons – e.g. iPad, roger pens, reader pens, laptops, overlays.
- Personal/physical care

### Staffing for SEND

We have another 14 teaching assistants (4 agency) who do a combination of intervention work and in-class support for SEND students. They all act as key workers for high needs students and are the main weekly link between school and home.

- Michaela Child (AHT/SENDSCO) leads on provision in this area. She has completed the Certificate in Psychometric Testing, Assessment and Access Arrangement course (CPT3a) in January 2022 and has successfully completed the NASENCO qualification (August 2023).
- Jane Dempster is Assistant SENDSCO (FFI applications, EHCP applications, referrals, timetabling etc)

- Katherine Neilson is Teacher of SEND (teaching the Y7 KLAS group and conducting Access Arrangement testing, having completed the CPT3a in July 2023)
- Andrea Petersen is our HLTA (Dyslexia and literacy lead in SEND)
- Sally Lostroh provides our admin support for EHCPs, exams and intervention cycles
- Molly Dunne (0.8) is our Neurodiversity Coach
- Kirstie Fry (0.8) is our SEMH Coach
- Aisha Toom looks after personal/medical care
- Gareth Barnes (0.6 FTE) and Kate Ludlow form the Visual Impairment team with support from Hayley Cooper as QTVI and Rukhsana Jannath (Habilitation Team)

We have 12 teaching assistants who do a combination of form time intervention work and in-class support for SEND students. They all act as key workers for high needs students and are the main weekly link between school and home.

The current staffing in DAHIT is as follows:

- Lead Qualified Teacher of the Deaf – Konnie Fenwick-Rasche (full time)
- Qualified Teacher of the Deaf (English specialism) – Henri Grumbridge (0.8 FTE)
- Qualified Teacher of the Deaf (Science specialism) – Sarah Scott (0.4 FTE)
- Qualified Teacher of the Deaf (Computing specialism) – Rosie Fenwick-Rasche (0.2 FTE)
- Speech and Language Therapist/Teacher of the Deaf (Agency) – Laura Bankhead (0.6 FTE)
- Six Communication Support Workers (4 x full time, 1x 0.8 FTE, 1x 0.6 FTE)
- Two Deaf Instructors (1 x full time, 1 x 0.5 FTE)

### Interventions

The intervention structure is driven by identified need through internal assessments (tests, observations, reviewing with students/parents, staff concerns) or from recommendations that have come from professional involvement. They form an essential part of the Graduated Approach. We have been working with Leeds on developing Continuums of Provision to reflect the three waves of intervention and what is on offer at Allerton Grange at each stage.

Interventions are rarely standalone, but there tends to be a pathway through each area of need which build up skills. Reading interventions are shown below as an example where there are three distinct pathways depending on need:

Mechanics of Reading	Developing literacy	Comprehension
Speed phonics	Lexonik	Lexia
Lexia	Words Matter	Boosting Reading @ Secondary
Ruth Miskin	Academic Literacy	Reading for Meaning
Active Literacy Kit	Active Reading	Complete Comprehension
	Literacy Skills	

We have shifted the intervention model over the past couple of years so that the Neurodiversity and SEMH coaches, the HLTA for Literacy, SLCN and VI TA are leading the bulk of the intervention sessions on a rolling programme through the school day, avoiding hitting the same subject twice. They deliver interventions to both small groups and individuals throughout the week. Caseloads are currently large and sometimes there can be a wait until the start of the next half term before students can access full support. There has been a significant increase in students needing regular support this year.

Teaching Assistants deliver web-based interventions in form time, including Cogmed, Lexia and Touch Type, Read and Spell.

Type of need	Intervention programmes being delivered this year	Delivered by	Number of students Sept 23 to March 24	Impact

<p>Communication and interaction (Speech and Language difficulties and/or Autism)</p>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Social communication group work</li> <li>• Lego Therapy</li> <li>• Talking mats</li> <li>• Cartoon conversations</li> <li>• Anger/anxiety gremlin</li> <li>• Black Sheep Press communication programmes</li> <li>• Mentoring</li> <li>• Individualised work depending on need</li> <li>• What does Autism/ADHD mean for me (workshops for the newly diagnosed)</li> </ul>	<p>Neurodiversity Coach and other experienced TAs. Year teams do some mentoring work.</p>	<p>57 (some have had multiple interventions in this section)</p>	<p>Assessed through student and TA voice.</p> <p>96.4% felt like the interventions had helped them and could do more or understand more than they could at the start of the intervention</p>
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> <li>• Cogmed</li> <li>• Visual strategy workshops</li> <li>• SENIT visual memory intervention</li> <li>• Classroom memory strategies sessions</li> <li>• SENIT auditory memory strategies</li> <li>• Auditory memory workshops</li> <li>• Numicon</li> <li>• Pre and post teach English, Maths and Science</li> <li>• Speed phonics</li> <li>• Active Literacy Programme (SENIT)</li> <li>• Ruth Miskin</li> <li>• Lexia</li> <li>• Lexonik</li> <li>• Boosting Reading @ Secondary</li> <li>• Complete Comprehension</li> <li>• Words Matter</li> <li>• Vocab builder</li> <li>• Executive functioning group work</li> <li>• Academic literacy</li> </ul>	<p>Andrea Petersen (HLTA) leads on literacy-based interventions. Some teaching assistants are trained to deliver these.</p>	<p>82 students (some have done more than one in this area)</p>	<p>Assessed through a combination of test results and progress data, or student/staff feedback.</p> <p>96.3% of students had progressed in what they could do or felt like they knew how to remember more. CogMed and literacy interventions are particularly effective.</p>
<p>SEMH</p>	<ul style="list-style-type: none"> <li>• Anger/anxiety gremlin</li> <li>• Zones of Regulation</li> <li>• 5 Point Scale</li> <li>• Mentoring</li> <li>• Sensory circuits</li> <li>• Talking mats</li> </ul>	<p>Kirstie Fry</p>	<p>22 (some students have had more than one provision in this area)</p>	<p>Monitored through staff/student feedback</p> <p>95.4% students felt that these interventions gave them strategies that</p>



	<ul style="list-style-type: none"> <li>Individualised work on anxiety/regulation/mental health and wellbeing</li> </ul>			work for them. Some have referred on for cluster support and counselling.
Sensory and physical needs	<ul style="list-style-type: none"> <li>Physiotherapy exercises</li> <li>Personal care</li> <li>Sensory audits and adaptations</li> <li>Sensory equipment</li> <li>Movement breaks</li> <li>Speed typing</li> <li>Handwriting intervention</li> <li>Hoisting</li> <li>VI work – braille and tech</li> </ul>	TA team (training has been delivered for physical handling, hoisting and physiotherapy work) Aisha Toum is trained in personal care	15 (some students have had more than one provision in this area)	<p>Measured through observations to ensure that needs are met and adaptations are working.</p> <p>All students felt they made positive differences in passport reviews.</p>
DAHIT interventions	<ul style="list-style-type: none"> <li>English/literacy</li> <li>BSL</li> <li>Pre and post teach Maths</li> <li>Pre and post teach Science</li> <li>Speech and language</li> <li>Practical language input with DI</li> <li>Life Skills</li> <li>Homework support</li> <li>Mentoring</li> <li>PSHE deaf-related</li> </ul>	QTOD, DI and CSWs	All DAHIT students	Measured by progress of students and access to the KLAS curriculum.

We are constantly seeking to improve our range of interventions. Lexia is our new intervention this year, designed for our weakest readers and writers. They are making slow but steady progress on this in a much more effective way compared to the previous intervention. Similarly Touch, Type, Read and Spell has been introduced for our laptop users. After a term, most are typing at a similar rate to average handwriting for their peers. We are also developing use of voice to text and read aloud facilities

In addition to these interventions, we have continued with our small group teaching in Year 7 for the students who started at AGS working at Year 1 or 2 level as pace in a mixed ability classroom is too fast. Unusually this time it has included one classroom avoider as a means to get her accessing learning. This small group covers literacy based subjects and still follows the KLAS curriculum, learning the same core knowledge, but at a slower pace. Observations and knowledge organiser tests have shown that all 6 students retained more knowledge over time, going from zero to achieving in the 70%+ range in all knowledge tests. This knowledge is retained well over time.

The annual reviews of this provision show that it has had significant impact. Knowledge retrieval quiz results had gone up significantly, students were retaining knowledge and understood more about how to learn. Their student voice was very clear that they appreciated this class and thrived within it. They felt more confident about their learning and were more willing to attempt challenging tasks. Parents were equally appreciative.

In Year 8, these students have gone back into full classes, but had their teacher to support them in the first two months. Katherine Neilson not only worked with the students in transferring their learning to the new environment, but also worked with staff on strategies that made a significant impact. This group is so effective that it is now running every year.

There is now a well-trodden path with dyslexia interventions, which are effective in raising attainment in lessons. We have been fortunate to have Andrea Petersen join the team and she has helped to develop the provision to include academic literacy, study skills and writing skills.

Given the vast range of interventions and their effectiveness in supporting students to understand and be able to put strategies in place promptly to support identified needs, we provide value for money.

#### CPD for SEND 2023-24

Audience	CPD title	Delivered by
ITT/ECT	Introduction to SEND – supporting learners in the classroom	Michaela Child
New staff	SEND at Allerton Grange	Michaela Child
All staff	SEND high tariff students	Michaela Child
Curriculum Leaders	Emotional regulation in the classroom	Michaela Child
Curriculum Leaders	Understanding Access Arrangements	Michaela Child
All staff	Pop in training: Autism, ADHD, Dyslexia, SEMH	Molly Dunne, Kirstie Fry, Andrea Petersen
SLT	The SEND Landscape	Michaela Child
Staff	BSL Level 1	DAHIT Team
SLCN Coach	Selective Mutism and SLCN in Secondary	Chatterbugs
SEND Team	2 sessions on Low Arousal Approaches	Gareth Morewood
SEND/DAHIT teams	Communication and De-escalation (full day)	Nicky Perfect
SEND team	Epilepsy awareness training	Epilepsy Society
SEND team	Executive functioning (half day)	Educational Psychology
SEND team	Access arrangement training (all) Language Modifier training (2 teaching assistants)	Laura Gershaw JCQ
Neurodiversity Coach	Autism Level 2 Qualification	STARS/Leeds for Learning
All TAs + 15 other staff	Autism Level 1 Qualification	STARS/Leeds for Learning
Open to all staff	Early trauma and strategies for specific adopted students	Julie Pocklington: One Adoption West Yorkshire
Dyslexia/Literacy HLTA & English HLTA	Lexonik Advance	Lexonik
Dyslexia/Literacy HLTA	Ruth Miskin	Ruth Miskin
Teacher of SEND	CCET + AAC = CPT3a	Real Training
SEND team	Intervention delivery: numicon, speed phonics, lego therapy, Boosting Reading @Secondary, effective mentoring	Various
SEND team	Team Teach	Team Teach
SEND team	Talking Mats	STARS
SEND Team	Use of AI to support learning	Tom Hanson
SEND Team	Working memory difficulties and strategies	Katherine Neilson
2 x TAs	Level 3 Teaching Assistant Qualification	Captiva Learning
Neurodiversity Coach and SLCN Coach	Leeds SEND Conference (Executive Functioning)	Leeds for Learning
SEMH Coach	SEMH	MHFA England
All Staff	Creating a Climate for Learning for all	Michaela Child
SEND staff x 6	Lifting and hoisting	NHS
SENDCO	Using DocsPlus to support the writing process	Crick Software
Alice Shrimpton	NPQ SENDCO	Red Kite

#### Training given to other schools and trusts 2023-25

Leeds for Learning Conference	Disciplinary Literacy for all Learners (Classroom approach and whole school approach)	Michaela Child
Leeds for Learning Conference	Accessible Learning	Michaela Child

NPQ for SENCOs – Red Kite Teaching School Hub	Facilitating and delivering course seminars	Michaela Child	
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The impact of CPD is that our TA team are becoming increasingly skilled and knowledgeable over time. This helps us to meet needs more precisely. The CPD is focused around areas of increasing need in the school, for example, we have needed more training on EBSA and how to de-escalate emotions.

We are also steadily building a SEND library of the latest research and thinking around different conditions and how we can best help these students to develop. Some of the team are now borrowing these.

We continue to use the ‘Teaching walkthru’ books with the TAs to explore explicit strategies that can help students in the classroom and are focusing more on core learning that needs to be embedded

**Student voice**

Student voice is obtained at least twice annually through passport reviews; high needs students will be met with at least termly for their views. We gain student voice as part of the SEND and subject reviews and this was an essential part of our SEND review with the Local Authority in June 2023. *“The impact of such strong provision is easy to see. Parents and students are very enthusiastic about their experiences. One boy questioned said he loved coming to school.”*

Student voice is also sought at the end of each intervention cycle so we can evaluate the effectiveness of additional work with them and amend accordingly. Students feel that SEND interventions are for a good reason and feel like they make progress. Please see section above for details.

Most recent student voice (Jan 2025) covered 12 students with a wide variety of learning needs and conditions.

- 91.6% of KS3 students working with their TAs in class found the support very useful and said they helped them to access the learning and remember more. The other student disliked the visibility of needing help from the TA, but did acknowledge that it made a difference to their learning.
- Most students (83.3%) said that their passport adaptations were happening in their lessons. They identified adaptations such as printed resources, seating placements, repetition of key facts (and re-explanations if they had not understood) and the use of visuals on the board to support memory. Two students said their adaptations were inconsistent and some teachers were better than others. The overall consensus was that the passports made a difference and helped them.
- All students felt included in school. They took part in trips and enrichment.
- Accessibility in lessons has improved vastly in the past 3 years. Students talked a lot about dual coding and how that helped them, others talked about scaffolding that helped with organising work in class. Some SEND students are still struggling with the pace of lessons and they get muddled when too much happens too fast. This is tricky to resolve, particularly in KS4 where the full specification needs to be covered.
- For the student doing Lexia, rather than Reading Plus, it was something they preferred and found to be less frustrating. They could see the progress they were making. This is an improvement on voice last cycle.
- Almost all students valued intervention sessions and thought that they made a difference. Relationships with staff are very positive. Comments included:  
*“Miss Dunne understands and listens. We work out how to improve things together.”*  
*“Academic literacy has been good. I know how to structure answers much better now.”*

**Parent/carer voice**

Parents are an integral part of our work in SEND and is something we have worked hard on. High needs students have a keyworker TA who is in contact regularly with home. This partnership covers all aspects of a student’s provision, including EHCP reviews and supporting external agency work and the TA will move up the school with their key students.

- There is a SEND surgery each Monday after school, where the SENDCO is available to pick up on any concerns. This includes weekly phone calls to parents of students where need is very high.
- The SENDCO is available for appointments during each parents evening.

- Email groups exist – for the whole SEND register, for year groups and for types of SEND – where we can email out courses, opportunities and information about the Leeds Local Offers. These are also shared on the school newsletter.
- Parent meetings are arranged where needed by either school or home and conducted in person, by phone or over Teams
- An annual parent survey is sent out to gain feedback, which feeds into the SEND development plan.
- Parents phone and email the SEND office regularly.
- Transition meetings with parents to ensure that we fully understand the needs of their child and provision is in place before a student moves to us.
- We also intend to introduce a summer meeting on Teams for a review of each student before the new academic year.
- Parent input is critical to our passport work
- We support with assessment referrals and DLA/PIP applications

Parents are usually very positive about the work that we do. 100% of parents were happy or very happy with their involvement with their EHCP review and this is consistent with last year.

As the SEND review from June 2023 reported: *“The parents spoken to could not have been more complimentary and appreciative of the provision their child receives at Allerton Grange. Their responses praised the regular communication they receive, the timeliness with which actions are taken to support their child and, if appropriate, their siblings, and the reassurance and support they receive from the SEND team.”*

Equally, we do have a small number of parents who are frustrated with things not progressing as quickly as they would like or they expect more than we can reasonably provide. Sometimes our communication with parents can be slow when need on the ground is particularly high in school, but we do try hard to keep up to date with it. Some parental concerns have been expressed around the PPD causing high anxiety and causing some low self-esteem. We are continuing to work with these students and families.

### **External agencies**

We are currently experiencing very large waiting lists with external agencies such as Mindmate and CAMHS and there are significant delays of 4+ years for diagnostic assessments and then another waiting list for medication. Last year, we were successful in moving two students up the queue due to severe ill health in one case and the impact of not having medication on A Level grades in the other. This year we are doing a pilot with Peilivision and the Oakdale Centre and hope that this may also help to alleviate the waiting times for some cases.

External agencies are usually engaged after two unsuccessful cycles of APDR for additional support and guidance, but this can be earlier for a student in crisis.

We work with a wide range of external services including:

- Cluster counselling services
- The Beck
- Educational Psychology
- SENIT
- STARS
- Speech and Language Therapy
- SEMH Inclusion Team
- Occupational Therapy
- Physiotherapy
- CAMHS
- ICAN
- Medical Needs Teaching Service

- Social Services
- VI and HI teams at the LA
- ABA services for one student
- Scope Careers
- Peilivision

### **Complaints relating to SEND**

One complaint has been received this academic year; this complaint was not solely about SEND.

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](#)

### **Any other developments regarding SEND?**

We have embedded screening and assessment as a route to effective interventions and this has meant that students are accessing specific interventions and necessary adaptations based on need as early as possible. Student voice and a decrease in behaviour points with students we work with is reassuring.

In September we moved into a new Hub space which has revolutionised what can be achieved in SEND. We have space to phase EBSA students back into lessons, intervention spaces and also a Care Suite with a hoist; there is also office space for 4 staff. It has been an incredibly positive move and one that is benefitting all.

In conjunction with the Deputy Head (Curriculum) we are exploring the concept of accessible lesson planning and delivery. This could simplify things for the classroom teacher and enhance provision for those students who haven't yet been identified with SEND.

### **Are there any concerns regarding provision for pupils with SEND?**

- The major concern is in the significant rise in extreme SEMH cases and EBSA. It is challenging to meet need and local services are overwhelmed. We work extensively with these students but progress is often slow and time consuming.
- SENSAP have been slow in assessing for EHCPs – some have taken over a year from initial referral rather than 20 weeks. This has had some impact on students who need a specialist setting for post-16 transition. In addition, there has also been very slow movement for students who need a specialist placement and already have EHCPs. At present this is taking between 2 terms and a whole academic year.

### **Priorities for 2025**

1. To improve attendance levels, including for those with EBSA
2. To develop the concept of Inclusive Lessons across the school to improve access for all.

### **DAHIT Priorities for 2025-26**

1. To continue to embed speech and language provision within DAHIT to ensure our pupils make the best possible progress.
2. To continue to develop additional trips and visitors for our DAHIT pupils to help them understand more about the wider world and engage in first-hand experiential learning.
3. To continue to develop and consolidate links with each curriculum department in school to ensure that the needs of DAHIT pupils are well understood so they can be included in as many subjects as is appropriate given their individual needs.
4. To continue to embed the audiology curriculum.