



Annual SEND Report

June 2026

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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.

Leeds 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.’* Ofsted also saw this as a strength in June 2025: *“Pupils with special educational needs and/or disabilities (SEND) are identified quickly. They receive the support they need to learn the curriculum. Pupils with SEND are included in all aspects of school life.”*

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 themselves.

SEND profile for the last 12 months

- Total students on roll at Allerton Grange 1777
 - 294 on SEND Register
 - K – 246 students 13.8% of school population (2024-5 national average 14.2%)
 - E – 48 students 2.7% of the school population (2024-5 national average 5.3%, Leeds Average 3.1%). 18 EHCPs are currently at different stages of the assessment process, which would take the figure up to 3.7% by the end of this year. More applications are being made.
 - 12 DAHIT Resource Provision students
 - 4 Children Looked After are on the SEND register
- SEND students make up 16.5% of the whole school population
- Each year group varies in its SEND needs although all year groups contain students who have neurodiversity, visual impairment, SEMH and dyslexia. The current Y8 has higher medical or personal care needs than other year groups, and complex needs are more prevalent in Key Stage 3.
- 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	22	28	13 (2 DAHIT)	3
Year 8	21	35	6	11
Year 9	26	34	7 (4 DAHIT)	18
Year 10	24	37	9 (3 DAHIT)	15
Year 11	22	25	8 (3 DAHIT)	15
Year 12	6	6	3	1
Year 13	5	3	2	1
Totals:	126 (up from 112)	168 (up from 153)	48 (up from 39)	64 (down from 75)

SEND Primary Need	Female	Male	Total	Pupil Premium
ADHD	13	21	34 (+8)	4
Autism	28	50	78 (+3)	12
Dyslexia/Literacy difficulties	29	23	52 (-1)	7
Dyspraxia	0	2	2 (0)	2
Hearing Impairment	13	10	23 (+1)	9
Moderate Learning Difficulty	6	14	20 (+3)	11
Physical Disability/Medical	4	5	9 (+3)	3
SEMH	15	13	28 (+9)	8

Speech and Communication Difficulty	3	14	17 (+6)	3
Visual Impairment	4	7	11 (+4)	1
Other	11	9	20 (0)	4

The number of EHCPs is changing over time as more students move from standalone Funding for Inclusion (FFI) to FFI which is attached to an EHCP. We have converted some, some are sitting with SENSAP as part of the EHCP assessment process, and some are still to be done. We estimate a significant uplift of students with EHCPs over the course of the next 2 years. The Year 7 intake in 2026 will have between 17 and 23 students with EHCPs – our highest ever.

The overall number of SEND students is increasing year on year and we have a significant number of students waiting for diagnostic assessments through Mindmate or Right to Choose. Whilst the charts outline primary needs in school, many students now have multiple and complex needs, which require substantial packages of support.

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 and enrichment are available to all. This is a broad curriculum at KS3 and a suitably ambitious at KS4. School virtues of being respectful, responsible, courageous and ambitious are increasingly woven through the whole school experience.

SEND students access this entire curriculum with varying levels of support and intervention work underpins it. At times, it is necessary to reduce the curriculum offer due to individual circumstances, for example VI/HI students who need specialist sessions as part of their provision. We have seen a rise in Emotionally Based School Avoidance (EBSA) over the past two years and, for some students, this has meant a temporary curriculum adjustment whilst we work on settling the student back into school. 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 continue to run our small KLAS group in Year 7 for our weakest learners, usually those with a reading age around 6 years and working around Year 1 or 2 level. These lessons in literacy-based subjects 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 make better progress as a result of this provision and students 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 investigations are undertaken.

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 Dyslexia Screener
- GL 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
- EFSim Peilivision (Executive functioning, hyperactivity, inattention)
- 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; we support these referrals. As the pathway to neurodiversity assessments is now extremely lengthy, we have been trialling Peilivision's EFSim in conjunction with the NHS. This programme screens for typical features of ADHD, such as executive functioning, prospective memory impairment and inattention. The results mean that we can intervene on specific areas at a much earlier stage.

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 use these passports and relevant adaptations are being made in class enabling students to learn better; however, since registers have reverted to SIMS, there have been some gaps where students have not had their needs met in class. This is being tackled on an individual basis. Future developments are essential in staff understanding of adaptive teaching for all and continued training to ensure that needs are fully met.

A range of wave 2 and 3 interventions, including pre-and post-teach are carried out matched to specific need; these are evidence based, professionally directed and, in some cases, written and resourced in-house based on latest research. Our new Executive Functioning programme is an example of the latter. 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.

We have had a small group of particularly vulnerable students in Year 9 for PHSE this year. This has been delivered by Mrs Neilson, our specialist SEND teacher. This has allowed us to explore some difficult concepts at a level that can be understood. Students have engaged well and it is something we intend to continue. We will also deliver the ASDAN Life Skills Challenge from September for a small cohort of students in KS4.

The SEND team works with a wide range of professional services, including cluster services, the Inclusion Advisory Team (IAT), speech & language therapy, educational psychology 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 each week. This year we have offered after school Neurostars sessions to parents and take-up/feedback has been very positive.

SEND need is growing significantly in school and the SEND team is structured to support students with their needs on both a planned and a reactive basis. In addition to 13 Teaching Assistants, we have a:

- Visual Impairment Team
- Neurodiversity Coach
- SEMH Coach
- Literacy and Dyslexia HLTA
- Personal Care needs TA
- Teacher of SEND

From September 2026, we have added a Curriculum Lead for SEND Inclusion to the team both to increase capacity with our intervention work and also to introduce new provisions to better enable students to access the KLAS

curriculum in school. His staffing model means we can continue to meet needs of students in school effectively through a wide range of more specialist interventions. Our specialists are non-teaching and access training at local and national levels to ensure that they have up-to-date knowledge of their area, such as Autism Level 2 for our Neurodiversity Coach. 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. All SEND staff have received training on executive functioning and how to best support that in the classroom.

SEND is part of the training programme for all new staff, Early Career Teachers and Initial Teacher Training students throughout each academic year. We have offered after school sessions through Teach Boost this year and would welcome the opportunity to continue with these in the future. Quick guides are available to all staff outlining a wide variety of conditions and disabilities and support is on offer on request. CPD for all staff is a focus in the coming year.

We proactively support SEND students to get involved in the school's enrichment programme. Friday B session 6 means that all of our SEND students are now accessing a variety of opportunities alongside their peers, and occasionally SEND-specific such as pottery for VI students. 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 KS3 students; 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. TA support, transport and venues are all considered to ensure equality of access as far as possible. Physiotherapy and Occupational Therapy work alongside us to ensure risk assessments and adjustments meet needs for high needs students with physical or medical difficulties so that trips are accessible.

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 also transition students back from long-term illness, emotionally based school avoidance episodes (EBSA), 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. 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.

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 SEND have had significantly lower attainment than pupils without SEND across all the headline measures.

SEND in Y11 in **2025** consisted of 31 students: 6 had significant SEMH needs (19.3%), including 2 who struggled significantly with school attendance. The cohort included a recent refugee with physical and visual needs, a physical disability needing full time TA support. The remainder of the cohort had SEND needs such as Autism, ADHD, Dyslexia and moderate learning difficulties. Attainment 8 is above national figures for both SEND K and SEND E. SEND K has also outperformed national figures in English and Maths measures. SEND E figures come from one student – who is now studying A Levels in our sixth form.

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.

	2025 All at AGS	2025 National All	2025 SEND K AGS	2025 SEND E AGS	2025 National SEND K	2025 National SEND E	2024 All at AGS	2024 National All	2024 SEND K	2024 SEND E	2024 National SEND All	2024 National SEND E
Attainment 8	48.65%	46%	40%	27%	33.8%	14.8	44.9%	45.9%	34.6%	24.5%	33.1%	14.2%
Progress 8							-0.02	0	-0.5	-1.2	-0.45	-1.13
Strong Pass in Eng/Ma	50.7%	45.4%	34%	0%	22.5%	7.6%	45.7%	45.9%	35.7%	33.3%	21.6%	7%
Grade 4-9 in Eng/Ma	68.5%	64.8%	55%	0%	38.9%	14.1%	68.4%		46.4%	33.3%		
EBACC Average Points Score	4.75	4.09	3.89	1.92	4.49	1.19	4.33	4.07	3.5	2.6	2.79	1.14

	2023 All at AGS	2023 National All	2023 SEND K AGS	2023 SEND E AGS	2023 National SEND K	2023 National SEND E
Attainment 8	43.91	46.3	33.42	24.5	33.3	14
Progress 8	-0.03	-0.03	-0.41%	-0.47%	-0.45	-1.12
Strong Pass in Eng/Ma	43%	45.3%	21.6%	12.5%	20.7%	6.9%
Grade 4-9 in Eng/Ma	63%		31.5%	25%		
EBACC Average Points Score	4.17	4.05	3.17	2.13	Any SEN 2.32	Any SEN 2.32

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 remain in line with or above national results for SEND. There are some pleasing individual success stories.

EBACC

The KLAS curriculum is the guarantor of equality, so the expectation for the current KS4 is that the vast majority of 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. We also have a cohort in the current Year 10 who are studying additional Maths and English rather than a MFL in order to support achievement and destinations. 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

2025:

National EBacc entry in 2025 was 40.5%. National EBacc entry for SEND K was 21% and E 5.1%
AGS EBacc entry for all cohorts was 87.6% and 72.4% SEND K, 0% SEND E

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

Behaviour

Behaviour is monitored across all year groups 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 table below) 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 do have a small number of repeat offenders with particularly complex SEMH needs in KS3 and 4. These students can be highly dysregulated and need considerable input. In conjunction with educational psychology, we are developing a full curriculum to improve self-regulation and access to learning for all. This will begin in September 2026.

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 as the other highest reason. 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 intervention work on behaviour is helping to improve the position. A number of students are mentored and others receive interventions such as the Five Point Scale and Zones of Regulation.

DAHIT students experience significant language barriers, so it can take much longer to get to the bottom of what has caused any behavioural problems or upsets. The DAHIT team work closely alongside the pastoral teams to ensure that students have full access to restorative conversations. We also have social and pragmatic skills interventions in base for deaf students who are frequently struggling. As deaf children can also experience SEMH difficulties, we have been upskilling the DAHIT staff through training with the Leeds City Council SEMH team and the Communication Coach to better recognise and de-escalate situations at an early stage.

In most cases, SEND are gaining more achievement points and fewer behaviour points than their peers.

10 SEND K and 3 SEND E students identified as needing intervention for quantity of behaviour points. There were a range of reasons for the BPs, most commonly for disruptive behaviour – which is often tied in with very low ability or dysregulation in class. Missed homework is supported through homework club – either SEND or with the pastoral teams.

Detention data largely shows a decreasing frequency as time goes on. This can be seen in Y7 where some students were very dysregulated at the start of the year, but with support have grown to be able to manage this much better. Getting students into routines forms a big part of our work. We are also aware that there are a number of SEND students with poor executive functioning who forget their detentions; we provide reminders and also collect some of them to limit avoidable escalations. As students progress up the school, behaviour improves and the number of sanctions reduce.

Isolation and suspension data shows that there are a small number of students in each year group who are receiving repeated isolations or sanctions. 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. Reflection room time is 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.

Off site students

There are a small number of SEND students who are currently being educated off site. Where possible we reintegrate them in school. 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. EBSA students are listed in the attendance section below.

	Number	Next steps
Y7 SEND	1	EHCNA underway for specialist placement
Y11 SEND	2	AP with transition to post-16

SEND destination figures

The destination figures for **Year 13** come from 11 students who left in 2025. Their destinations are as follows:

Uni of Huddersfield, Engineering and Technology
Full time employment
Coventry Uni - Disaster and Emergency Management
University of Sheffield - environmental science
Work (Primary School) with a view to undertaking an Early Years apprenticeship
Apprenticeship - IT
Gap year - travelling. Starting at Newcastle Uni in Sept 2026
Moved to University in Spain
Leeds Trinity University - Broadcast and Digital Journalism
University of Huddersfield - Accounting & Finance
Leeds Beckett Uni - Games Art

Destinations cover a wide range of interests including business, health, The single NEET student was absent for much of Y13

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

36 Year 11 students were on the SEND register in 2024-2025. This number includes all students who had any support or intervention by the SEND team. There were a number of low ability students and so

Destination	Number of students
Allerton Grange 6 th Form	8
Notre Dame	4
Leeds City College	15
Leeds College of Building	3
PINC College	1
Leeds 6 th Form College	1
Apprenticeship	2
NEET	2 (1 due to cancer diagnosis)

Update Feb 2026 – 2 NEET students remain NEET but have college places for September 2026.

SEND policy and website

The SEND Policy was reviewed and revised in November 2025. It is more accessible and reflects the fullness of the provision on offer.

Our website material meets statutory requirements. We share the local offer regularly via email and the school newsletter.

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 we are currently trialling sound fields in English to see if the improved hearing environment benefits a range of needs in class. 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, the Inclusion Advisory Team, MMST 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 GL Recall assessment tool; we also have some GL screening for dyslexic traits that can be carried out and have bought Peilivision's EFSIM, which screens for traits typical of ADHD. 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 SEND 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 one Year 7, three Year 9s, seven year 10s and three Year 11 students who are currently having extreme difficulties in accessing school. These students all have individualised action plans including external support from Inclusion Support, the Cluster Attendance Worker, MMST, Counselling and Educational Psychology. The Bridge will accommodate eight of these students next year as a way of improving outcomes and transitioning students back into school. These students are at various stages of the EHC Needs Assessment Process. We are also doing significant amounts of early preventative work to hopefully reduce this difficulty in the future with a number of students.

From last year, our two Y7 EBSA students were successful in both getting an EHCP and securing a place either in a specialist provision or EOTAS. We have successfully phased one student back from Medical Needs Teaching and they are accessing a reduced KS4 timetable in school with high levels of support.

It is also worth noting that the current Y7 and 8 cohorts have a number of significant medical needs, often with frequent hospital appointments and these also impact on attendance.

We have completed extensive training in EBSA over the past three years, including working alongside the Year and Attendance Teams with our Educational Psychologist to review our provisions for these students. We have completed 'Understanding Anxiety Based School Avoidance' with Ellie Costello, training on trauma and attachment from both One Adoption West Yorkshire and the Local Authority. 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 1 x KS4 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 usually

successfully manage to phase students back in from there for at least some of their curriculum, but this student is in Y10 and may finish KS4 at MNTS.

Some students access remote learning whilst they are unable to come into school, usually at Edclass, but one is studying at Minerva Academy. 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 post-16 once his EHCP is finalised.

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 usually increase in frequency as time goes on. This is a very slow process with variable success rates. We are also proactively working with students who are showing early signs of EBSA and making earlier adjustments so that we will hopefully avoid a crisis point with these students in the future.

National figures for Autumn 2025 for SEND:

'Pupil attendance between 08 September and 20 December 2025 by SEN - Autumn term' for EHC plan, No SEN and SEN support in England for 2025/26 Autumn term

Move and reorder table headers

		2025/26 Autumn term
EHC plan	Attendance rate	86.88%
	Persistent absence rate	35.61%
No SEN	Attendance rate	94.42%
	Persistent absence rate	16.75%
SEN support	Attendance rate	90.41%
	Persistent absence rate	28.49%

Year to date attendance figures compared to national SEND attendance. Figures are impacted by Y11 stepping down on Friday 8th May:

Allerton Grange SEN Figures to HT5 Friday 22nd May 2026

Group	HT5 25/26	HT5 24/25	HT5 23/24	Difference
SEN K	90.37	89.8	89.4	+0.57
SEN E	82.31	86.2	88.0	-3.89
No SEN	93.26	93.6	93.9	-0.34

As SEND deals with smaller numbers than the whole school, a small number of students can create a significant skew on figures. Removing 11 EBSA students from the total would give us the following data. The difference to SEND E is over 9%, primarily due to two Y11 students who are too unwell to access school at all. We are applying for EHCPs for these students, so the SEND E figure is likely to remain impacted by EBSA next year too.

Group	HT5 25/26
SEN K	92.74
SEN E	91.05

Attendance continues to be a concern and we have plans in place for The Bridge next year in order to give us another avenue to pursue to raise attendance. All parents and students have been met with and we are using the current half term as a transitional opportunity to get students familiar with space and staff.

SEND K figures are up on last year and around national for SEND.

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 £604,000 (£550,050 last year) with estimated top-up funding of £390,000 (up from £287,970 last year. £30,000 income for the DAHIT provision is also received.

At present, this totals £1, 024,200 (up from £868,020 last year)

Expenditure	Cost 2022-23	Cost 2023-24	Cost 2024-25	Cost 2025-26
Teaching Assistant hours per week Annual total	£375,000	£399,000	£427,200	£474,400
HLTA 32.5 hours per week	£32,000	£33,500	£36,000	£37,200
Teacher of SEND 0.8	£33,000	£36,000	£37,000	£38,600
Neurodiversity Coach		£16,500	£26,800	£30,400
SEMH Coach 0.8			£18,600	£19,500
Personal Care and specialist TA			£10,000	£29,300
Admin time	£14,000	£24,500	£25,400	£30,700
Pastoral/attendance team support	£96,000	£100,800	£104,300	£107,600
Resourced provision annual cost to school	£30,000	£30,000	£30,000	£30,000
Smaller Class sizes/Aspire	£134,000	£140,700	£145,600	£220,000
Specialist technology to support learning in class (e.g. Brailnote, Perkins, laptops, reader pens, iPads, writing slopes)	£6000	£6000	£6,500	£6,800
Specialist intervention programme subscriptions or app purchases (e.g. IDL, Lexonik, CogMed)	£6000	£6000	£6,500	£6,800
Cluster Services, including purchase of additional Educational Psychology and counselling time	£10,000	£10,000	£10,500	£10,500
Nisai/Edclass	£4000	£10,500	£13,100	£13,500
Additional TA after school time to allow enrichment and homework club.	£1000	£1000	£2,000	£2,500
Access arrangement tests and testing	£6000	£6000	£6,500	£6,500
Invigilation				£10,000
Total expenditure	£744,000	£820,500	£896,100	£1,074,300
Total income	£726,616	£740, 058	£868,020	£1,024,200
	-£17,384	- £80,442	-£28,080	-£50,100

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. Homework club is also included in this.
- 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

- 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). Facilitated Red Kite's NPQ in SEND in 2024-6.
- 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
- Carolyn Suguira is our Neurodiversity Coach
- Kirstie Fry (0.8) is our SEMH Coach
- Aisha Toom looks after personal/medical care and will be a specialist TA in our Hub expansion work from September 2026
- Chloe Marples and Kate Ludlow form the Visual Impairment team with support from Hayley Cooper as QTVI and Rukhsana Jannath (Habilitation Team)

We have another 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.

As SEND continues to expand, we are adding Karen Chappell as Curriculum Lead for SEND Inclusion and an additional member of VI staff. It is likely that we will need to increase the TA pool to meet the level of EHCP need for September.

The current staffing in DAHIT is as follows:

- Lead Qualified Teacher of the Deaf – Konnie Fenwick-Rasche
- Qualified Teacher of the Deaf (Science specialism) – Sarah Scott (0.4 FTE)
- Qualified Teacher of the Deaf/Qualified Speech and Language Therapist – Laura Bankhead
- Qualified Teacher of the Deaf (Computing specialism) – Rosie Fenwick-Rasche (0.2 FTE)
- Six Communication Support Workers (5 x full time – 1 mat leave, 1x 0.6 FTE)
- One SEMH CSW
- Two SALT TAs (2 x 0.6)
- Two Deaf Instructors (1 x 0.9, 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.

Interventions are rarely standalone, but there tends to be a pathway through each area of need which build up skills. These are often individualised pathways.

The intervention model currently sits so that the Neurodiversity and SEMH coaches, the HLTA for Literacy, SLCN and VI TAs 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 over the past three years, including more students who are dysregulated and need support to access learning.

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
Communication and interaction (Speech and Language difficulties and/or Autism)	• Social stories • Social communication group work • Lego Therapy • Talking mats • Cartoon conversations • Anger/anxiety gremlin • Black Sheep Press communication programmes • Mentoring • Individualised work depending on need • What does Autism/ADHD mean for me (workshops for the newly diagnosed)	Neurodiversity Coach and other experienced TAs. Year teams do some mentoring work.	112 (some have had multiple interventions in this section)	Assessed through student and TA voice. 97.3% felt like the interventions had helped them and could do more or understand more than they could at the start of the intervention
Cognition and Learning	• Cogmed • Visual strategy workshops • SENIT visual memory intervention • Classroom memory strategies sessions • SENIT auditory memory strategies • Auditory memory workshops • Numicon • Pre and post teach English, Maths and Science • Speed phonics • Active Literacy Programme (SENIT) • Ruth Miskin • Lexia	Andrea Petersen (HLTA) leads on literacy-based interventions. Some teaching assistants are trained to deliver these.	89 students (some have done more than one in this area)	Assessed through a combination of test results and progress data, or student/staff feedback. 97.7% of students had progressed in what they could do or felt like they knew how to remember more. Literacy interventions are particularly effective with measurable progress across time.

	• Lexonik • Boosting Reading @ Secondary • Complete Comprehension • Words Matter • Vocab builder • Executive functioning group work • Academic literacy			
SEMH	• Anger/anxiety gremlin • Zones of Regulation • 5 Point Scale • Mentoring • Sensory circuits • Talking mats • Individualised work on anxiety/regulation/mental health and wellbeing	Kirstie Fry	34 (some students have had more than one provision in this area)	Monitored through staff/student feedback 96% students felt that these interventions gave them strategies that work for them. Some have referred on for cluster support and counselling, CYPMHS and MMST.
Sensory and physical needs	• Physiotherapy exercises • Personal care • Sensory audits and adaptations • Sensory equipment • Movement breaks • Speed typing • Handwriting intervention • Hoisting • VI work – braille and tech	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)	Measured through observations to ensure that needs are met and adaptations are working. All students felt they made positive differences in passport reviews.
DAHIT interventions	• English/literacy • BSL • Pre and post teach Maths • Pre and post teach Science • Speech and language • Practical language input with DI • PSHE deaf-related • Morph Mastery • Dyslexia friendly literacy • Executive Functioning • Theory of Mind • 1:1/small group reading	QTOD, DI, TAs 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 and ensure we get best value for money. We introduced Touch, Type, Read and Spell for our laptop users two years ago, but student voice feedback showed that the programme was too slow and caused frustration, which was impacting on the results. We have recently moved to a free programme on typing.com which is more game-based and is producing good results. Similarly, we will be moving away from Cogmed and onto a combination of Braingymer and direct teaching of memory strategies.

We have written an executive functioning support programme as this is a common need across SEND and can be clearly identified on Peilivision's testing. This is delivered weekly for 10 weeks with students trialling out techniques to support themselves over time. This has been positive and we have noticed a reduction in behaviour points for selected students around things such as lost equipment.

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. 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 75%+ range in all knowledge tests. This knowledge is retained well over time. This year it has ensured that a very complex SEND student has reliably accessed learning whilst waiting for a specialist placement.

The annual reviews of this provision continue to 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. Students phase back into normal classes in Year 8 with a strong foundation of knowledge to support their learning.

There is now a well-trodden path with dyslexia interventions, which are effective in raising attainment in lessons. Our GCSE results for dyslexic students remain good. Andrea Petersen covers learning based speech and language needs in addition to this, as directed by a speech and language therapist.

The numbers of neurodiverse students continue to rise. Carolyn Sugiura has all of them on her caseload and runs a wide variety of workshops, from developing social skills and friendships (including speech and language therapy work) through to regulation strategies. We have identified regulation as an area of development for 2026-7 and are currently in the planning stages for an intensive series of workshops to help students understand interoception and be able to better regulate during the school day.

SEMH continues to be a high area of need with some particularly complex cases. Kirstie Fry's work has been supported by the introduction of a Mindmate Support Team (MMST) who engage with some of our lower tariff cases. There continue to be frustrations with specialist waiting lists beyond school.

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 2023-26

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 and changes to it with the White Paper 2026.	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
SENDCO and CL for SEND Inclusion	The Neuroinclusive Leader	Red Kite
SENDCO and CL for SEND Inclusion	RISE Conference: Inclusive Mainstream Practice	DfE
SENDCO and CL for SEND Inclusion	Executive Functioning	Leeds for Learning
SENDCO, CL for SEND Inclusion, ND Coach	Joint planning work on Interoception, dysregulation	Inclusion Advisory Team
SENDCO	Inclusive Mainstream Practice	Leeds for Learning
SENDCO	SEND Conference: Trauma and Attachment	Leeds for Learning
Hub and Year Teams	Tree of Life, Team of Life	Educational Psychology Team
Neurodiversity Coach	Autism Level 2 Qualification	STARS/Leeds for Learning
All TAs + 15 other staff + some year teams	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
All TAs	Executive functioning and how to support it in the classroom	Michaela Child
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. Physio exercises	NHS
Specialist TA + 2 others staff	Medical drainage	NHS
VI staff	Physio exercises and supporting use of walker	NHS
SENDCO	Using DocsPlus to support the writing process	Crick Software
SENDCO and CL for SEND Inclusion	Effective Use of AV1	AV1

Training given to other schools and trusts 2023-26

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

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 and focus groups. We gain student voice as part of SEND and subject reviews. Student voice is also sought at the end of each intervention cycle so we can evaluate the effectiveness of additional work with them and adjust accordingly. Students feel that SEND interventions are for a good reason and feel like they make progress. Please see section above for details.

"Pupils who require support with their SEND reported that teachers make appropriate adaptations to support their learning and that things happen quickly for them in lessons. Pupil leaders were a credit to meet and speak with. They were able to talk about their school experiences to date with detail and a strong sense of joy. They had strong opinions and valued the opportunity to represent their forms and year groups when meeting with senior leaders to discuss their ideas and the work of the school." – Red Kite Review May 2026

Most recent student voice (March 2026) covered 12 students with a wide variety of learning needs and conditions.

- 100% felt a sense of belonging in the school community.
- 100% felt that the interventions that they had taken part in were helpful and they were using some strategies in school or in daily life.
- 85% know that they are succeeding in learning (2 students were unsure)
- 100% of students who use assistive technology
- 92.3% felt that the TAs they work with are helpful and supportive with their learning; they explained how they were learning more and remembering more.
- 92.3% felt that they were accessing a wide range of enrichment activities alongside their peers.
- 85% felt listened to by staff and said their passports were being followed. Some students said this could be inconsistent between teachers. The overall consensus was that the passports made a difference and helped them.

Comments included:

"I have made friends and teachers have been incredible."

"I feel happier so I can control my anger."

"My attendance has improved this term and I have good test results."

"Yes, because everyone is really nice and I get to contribute to things in school."

"It helps knowing I have support and understanding."

"In intervention when we talk about autism, it is a sharing experience. It helps me meet people who understand at my pace."

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 for high needs students with parents and primary schools to ensure that we fully understand the needs of individuals and provision is in place before a student moves to us.
- Parent input is critical to our passport work
- We support with assessment referrals and DLA/PIP applications
- We are aiming to introduce a Teams review with parents twice a year in the 2026-7 academic year and beyond.
- We offer after school parent sessions with organisations like Neurostars

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.

We get regular positive feedback. These are some from the last 2 weeks:

Parent A

I would also like to thank you and the staff for providing such excellent care and support towards X and for always willing to discuss and accommodate any changes to his needs. He loves school and without the support he would not have come this far.

Parent B:

"I just wanted to take the opportunity to say a huge thank you to you all for the support/guidance and understanding that you've shown X. It's really appreciated by us all and most definitely does not go unnoticed. The last two weeks have seen a marked improvement in both her attendance at school & her mood generally. We really appreciated seeing the achievement points added last week recognising her attendance & efforts in school. Thank you."

Parent C:

"I really appreciate the thoughtfulness you and your colleagues show to support X to flourish. I realise that this meeting will be part of a statutory flow of work regarding the EHCP, however with people like you and your colleagues I'm in the very lucky position of looking forward to this meeting and being clear that it will actually support X. That in itself is not to be underestimated!"

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 continue 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 are trying 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.

We have bought into screening tools, which assist with early identification, so that help can still be provided whilst we are waiting.

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
- Northpoint
- Family Support Workers
- 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
- Peilivision

Complaints relating to SEND

One complaint has been received this academic year. The complaint was a SEND student but the complaint was not 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
- 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?

In September 2025, we moved into a new Hub space which has revolutionised what can be achieved in SEND. We have intervention and quiet 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.

This space is expanding in September 2026 and has given us scope for a bespoke VI area, a room for up to 8 EBSA students to follow a core curriculum, learn about managing anxiety and transition back into class; there is an additional room for intervention work around understanding interoception and intensive work on regulation. These students will be supported back into the classroom with a specialist TA. Planning is underway for this in conjunction with IAT.

At a whole school level, adaptive teaching is currently being launched by Rachael Langstaff to ensure that all lessons are accessible. Michaela Child has joined the LA's Working party on school universal offers. This will strengthen the universal offer in school.

The government's White Paper brings with it a range of changes, including the future introduction of Individual Support Plans and Experts at Hand. We are currently working on tightening up our early identification systems so that students, parents and staff wait for less time for outcomes of investigations and assessments into early queries of SEND.

As part of this development, we have appointed a Curriculum Lead for SEND Inclusion and we are currently working on moving our intervention model into a stronger curriculum model. She will oversee the teaching and learning interventions we deliver within SEND and give us much needed capacity going forwards as an experienced teacher within the team.

We will be delivering ASDAN Life Skills to years 10 and 11 from September. This is targeted to a small group of 8 students and will cover skills from transport, to staying safe in the community, to budgeting.

We have also purchased two AV1 machines. These are small robots that will allow students to attend lessons remotely. This is intended to be a way to phase students back into class.

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. We are adapting provision in school to make this more bespoke to the cohort.
- Numbers of high needs SEND students are rising very rapidly. We have at least 20 EHCP students coming into Y7 next year with a potential for a maximum of 25 (assuming all EHCNAs convert into plans). This is a significant increase.
- SENSAP have been slow with EHCNAs – some have taken over 18 months from initial referral rather than 20 weeks. This is beginning to speed up but there are some gaps in provision particularly when specialist is needed but can't be sourced.

Priorities for 2026-7

1. To improve attendance levels, including for those with EBSA
2. To develop the SEND Inclusion Curriculum, including the neurodiversity offer and The Bridge
3. To introduce ASDAN life skills for a key cohort
4. To continue applying for EHCPs, including conversions for the remaining students on FFI only.
5. To refine the early identification systems in school.