



Allerton Grange School

Annual SEND Report

Designated Lead: Michaela Child, Assistant Headteacher & SENDCO

Reviewed Summer 2024

Review cycle: 1 year

Next review: Summer 2025

Annual SEND Report

School:	Allerton Grange School
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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

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 1743
- 251 on SEND Register – an increase of 65 from 2022. This is in line with national increases in SEND.
 - K – 218 students 12.5% of school population (2023 national average 13%)
 - E – 33 students 1.8% of the school population (2023 national average 4.3%, Leeds Average 2.5%). 3 EHCPs are about to be issued, taking the figure up to 2%.
 - 10 DAHIT Resource Provision students
- SEND students make up 14.4% of the whole school population
- The needs with greatest increases are autism and ADHD. There is a noticeable rise in complex needs in Year 7, including those with high levels of SEMH; many of these students are 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	28	36	10 (4 DAHIT)	26
Year 8	16	36	7 (3 DAHIT)	12
Year 9	21	22	5 (2 DAHIT)	16
Year 10	17	16	2	15
Year 11	18	16	6 (1 DAHIT)	12
Year 12	6	5	1	2
Year 13	8	6	2	1
Totals:	114 (+19)	137 (-5)	33 (+3)	84 (+2)

SEND Primary Need	Female	Male	Total	Pupil Premium
ADHD	8	15	23 (+13)	6
Autism	17	37	55 (+16)	12
Dyslexia/Literacy difficulties	35	20	55 (+4)	12
Dyspraxia	0	1	1	0
Hearing Impairment	12	8	20 (+4)	10
Moderate Learning Difficulty	8	20	28 (-12)	14
Severe Learning Difficulty	0	1	1	1
Physical Disability	3	2	5 (+1)	2
SEMH	17	14	31 (-9)	15
Speech and Communication Difficulty	5	9	14 (-7)	5
Visual Impairment	4	4	8 (-1)	2
Other	3	7	10 (+5)	1

The number of EHCPs is changing as we apply for more of these for our most vulnerable learners particularly in KS4 to ensure that the quality of provision and support that they are receiving at Allerton Grange is continued in post-16 education. In the past 12 months we have succeeded with 4 new EHCPs and currently have 4 applications with SENSAP in the assessment process, with at least 4 more to submit this academic year. All applications have been successful.

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; this 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 third 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 level. These lessons follow the same curriculum but they are taught by a specialist SEND teacher (Katherine Neilson), focusing on retention of knowledge and embedding of vocabulary so that the building blocks are in place to ensure success in regular 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 weekly 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. The aim is to 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 referrals.

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. Departmental 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. A Local Authority SEND review in June 2023 noted that: *"Staff at all levels know pupils well. The SEND staff make considerable effort to understand the barriers each child is facing and find a highly individualised way of overcoming these. Classroom based staff receive detailed pupil passports which list appropriate strategies for them to use to support a pupil with SEND."*

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 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. In addition to our Visual Impairment team and an HLTA specialising in literacy and dyslexia, we have appointed a full-time Neurodiversity Coach from September 2023. The rise in EBSA and complex needs has meant that we are also seeking to appoint an SEMH coach to give us more capacity so that we can continue to meet needs 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.

The SEND provision has developed positively over the past 3 years. Regular staff training is part of this, most recently on complex needs to all staff in December 2023. 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 we are calendaring drop-in sessions. 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 some SEND specific trips, like ten pin bowling competitions and SEND careers fairs/ work with SCOPE careers. TA support, transport and venues are all considered to ensure equality of access as far as possible.

Transition work is carried out. 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 their first day. These 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 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 research, even offering additional sessions through SCOPE. 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 with one of the specialists on the team to plan for the new year. 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 an 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 (9 pupils)	Mainstream	KLAS	DAHIT Base
English	4	1	5
Maths	10		
Science	10		
PE	10		
History	3	1	ASDAN Humanities
Geography	3	1	
RE	4		5
Classics	3	1	
Computing	8		9*
Art	9		
Technology	9		
Drama	4		
Music	4		

*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 (1 pupil)	Mainstream	DAHIT Base
GCSE English		1
GCSE Maths	1	

GCSE Science	1	
PE (L2 Sports Leaders)	1	
RE		1
GCSE Textiles	1	
ASDAN Humanities		1

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. Last year we had two Year 11 pupils finishing their Level 2 qualifications in the summer term; this year we have a Year 8 pupil who has already started Level 3, having flown through her Level 1 and 2 in Year 7.

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	7	0 (assessed as age-appropriate Sept 23)
Child B	7	0 (assessed as age-appropriate Sept 23)
Child C	7	4
Child D	7	4

	Child E	8	8
	Child F	8	10
	Child G	8	10
	Child H	9	5
	Child I	9	5
	Child J	11	4

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

For the **2022/23 DAHIT pupils**, the following qualifications were achieved:

Child A	Child B	Child C
English Entry Level 2 - Pass	English Entry Level 2 - Pass	English Entry Level 1 – not achieved
Maths GCSE - Grade 3	Maths GCSE - Grade 1	Maths GCSE – U
Biology GCSE – Grade 2 Physics GCSE – Grade 2 Chemistry GCSE – Grade 2	Product Design GCSE - Grade 3	GCSE Photography – Grade 5
Product Design GCSE - Grade 4	ASDAN Science – 2 credit pass	ASDAN Science – 2 credit pass
BSL Level 2 - Pass	BSL Level 2 - Pass	BSL Level 1 - Pass

Given the wider context for these pupils, we were pleased with their achievements. Child A and Child C were both refugees who had not had access to consistent education until they arrived in the UK in Year 6, nor had they had access to appropriate hearing aids or sign language. Both had experienced significant trauma and language deprivation and initially struggled to understand and navigate the rules and routines of a British secondary school in Key Stage 3. With carefully planned support, we are proud of the progress they were able to make, despite joining the UK education system so late, and their achievement at Key Stage 4, given their starting points, is commendable. Child B had a number of additional needs alongside his deafness which meant that he required a bespoke package of support. We are pleased that we were able to help him overcome these barriers to be able to access the Key Stage 4 curriculum, and achieve relevant qualifications.

This DAHIT cohort were particularly disadvantaged by Covid (as schools closed for the first time when they were in Year 8) as due to their low levels of language at the time, it was initially extremely difficult to set remote learning that they could access independently. Likewise, it was extremely difficult to instruct them on how to use platforms such as Teams without being able to physically sit next to them and show them what to do. Their access improved when schools reopened for vulnerable students and they were able to learn as part of the “DAHIT bubble” but when confirmed Covid cases meant that pupils had to self-isolate at home, the barriers to remote learning arose once more. Given the many challenges our 2023/24 DAHIT cohort faced, we are delighted with their Key Stage 4 results.

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

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 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.

This year, we do have a small number of repeat offenders with particularly complex SEMH needs, particularly in Years 7 and 8. These students can be highly dysregulated and need considerable input.

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.

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.

SEND Behaviour points

Please bear in mind that there are significantly more SEND students (K and E) in Years 7 and 8, which makes comparisons between year groups difficult. Half term lengths are also different.

	Non-SEND HT1	SEND E HT 1	SEND K HT1	Non-SEND HT2	SEND E HT 2	SEND K HT2	Non-SEND HT3	SEND E HT 3	SEND K HT3	Non-SEND HT4	SEND E HT4	SEND K HT4	Current high profile SEND students being worked with
Year 7	775	77	206	1128	62	359	857	27	200	906	33	278	5 students (3 with EHCPs)
Year 8	1732	64	574	1637	103	494	1153	48	310	1144	28	270	4 students (2 applications for EHCPs)
Year 9	1487	8	398	1417	6	289	1032	5	242	995	1	280	1 student
Year 10	2584	1	287	2898	0	425	1852	2	293	1950	0	307	2 students
Year 11	2223	4	307	2184	5	256	1120	4	93	1512	9	130	1 students
Year 12/13	844	1	97	903	0	96	633	0	45	684	0	56	1 student

Behaviour points can be a useful indicator to identify students who need further adaptations as existing provision may not be working in the way we intend. SEND figures are generally proportional to the cohort.

Detention data

	Non-SEND HT1&2 Stage 1	Non-SEND HT1&2 Stage 2	Non-SEND HT1&2 Stage 3	SEND HT1&2 Stage 1	SEND HT1&2 Stage 2	SEND HT1&2 Stage 3	Non-SEND HT3 & 4 Stage 1	Non-SEND HT3 & 4 Stage 2	Non-SEND HT3 & 4 Stage 3	SEND HT3 & 4 Stage 1	SEND HT3 & 4 Stage 2	SEND HT3 & 4 Stage 3	Current high profile SEND students being worked with
Year 7	650	161	54	222	52	21	260	60	21	83	25	8	5 students
Year 8	1181	135	22	467	51	7	402	44	9	130	13	2	4 students
Year 9	908	91	16	264	58	14	308	37	9	86	19	6	1 student
Year 10	2037	317	54	303	47	12	694	141	38	117	26	7	2 students
Year 11	1461	211	66	157	31	11	396	64	18	30	7	6	1 student

SEND detentions are similar to that of their peers for Stage 1 detentions. It is reassuring to see that as SEND students get older and we have worked with them for longer, they are managing their own needs and a much smaller proportion are getting detentions as a result. The vast majority of SEND students in all year groups do not escalate beyond Stage 1. Very few reach Stage 3. This indicates that reasonable adjustments are working to enable them to access education.

Those students indicated in the right hand column are repeat offenders, who also appear in isolation and exclusion figures. It is a very small percentage of the overall SEND cohort (5%) and we are working with them intensively to improve the current situation. 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.

Isolation Data in the chart below shows that there are a small number of students in each year group who are receiving repeated isolations (more than 3). Unsurprisingly, these are the same students who have high levels of behaviour points. This is broken down by SEND need in the tables below, and it is interesting to see that in Years 7 and 8 that SEMH is the largest group in isolation. This fits with the rise in the complexity of needs in this area and the considerable amount of time spent in co-regulating with these students. The SEMH Coach position within the SEND team will give us greater capacity to address their needs and we should see numbers beginning to reduce.

Isolations are adapted for students with SEND and our high tariff students will have some time with a member of SEND staff working through what has gone wrong and what the best course of action is. There have been no SEND E isolations in KS4 this year, although a higher than usual quantity in Year 7 – which are predominantly from 2 students, one of whom is moving to a small, specialist provision. Numbers have reduced as the year has gone on.

Isolations between HT1 and 2: 4/9/2023 to 1/1/2024			Isolations between HT3 and 4: 2/1/2024 to 18/3/2024		
Year 7	Non-SEND	93	Year 7	Non-SEND	59
	E	11		E	7
	K	21		K	19
Year 8	Non-SEND	90	Year 8	Non-SEND	50
	E	3		E	9
	K	43		K	15
Year 9	Non-SEND	55	Year 9	Non-SEND	43
	K	37		K	25
Year 10	Non-SEND	146	Year 10	Non-SEND	133
	K	24		K	32
Year 11	Non-SEND	113	Year 11	Non-SEND	72
	K	20		K	5

We have also explored the SEND primary needs that are receiving isolations. SEMH is the largest need that ends up in isolation; students become dysregulated and reactive. Isolation works well as a low arousal environment for them and TA support/intervention work is also carried out.

	HT1	HT2	HT3	HT4
Year 7	1 x ASC 1 x MLD 7 x SEMH	3 x MLD 2 x SPCN 2 x SPLD	4 x ASC 2 x MLD 6 x SEMH 3 x SLCN 2 x SPLD	1 x SEMH 3 x SLCN 3 x SPLD
Year 8	2 x MLD 17 x SEMH 2 x SLCN 3 x SPLD	1 x ASC 1 x MLD 13 x SEMH 4 x SLCN 3 x SPLD	4 x ASC 2 x MLD 6 x SEMH 4 x SLCN 2 x SPLD	1 x MLD 7 x SEMH 3 x SLCN
Year 9	2 x MLD 4 x SEMH 2 x SLCN 6 x SPLD	3 x MLD 6 x SEMH 6 x SLCN 8 x SPLD	4 x MLD 4 x SEMH 2 x SLCN 5 x SPLD 1 x ASC 1 x Other	1 x MLD 1 x SEMH 6 x SPLD 1 x ASC
Year 10	1 x SEMH 2 x ASC	12 x SEMH 2 x ASC 1 x MLD/HI	20 x SEMH 2 x SPLD	17 x SEMH 3 x ASC 3 x SPLD
Year 11	2 x MLD 5 x SLCN 5 x SEMH 4 x SLCN 1 x SPLD	3 x SLCN	2 x SEMH	1 x SEMH

There have been a number of exclusions this academic year for SEND students.

- In Year 7, the SEND E student who is moving to a specialist provision has had 6 exclusions, and another SEND E student has had two. His behaviour is improving. One SEND K student has had 2 exclusions.
- Year 8 contains 7 SEND K students who have been excluded. One of them has been excluded 4 times for dangerous and anti-social behaviour and is currently at an alternate provision. We are currently applying for an EHCP for him.
- Year 9 also contains 7 SEND K students with exclusions, one of whom has recently been added to the SEND register and has had 3 exclusions. She has an action plan and we are working with her.
- Year 10 has 5 exclusions for SEND K with no significant repeat offenders.
- Year 11 has 2 exclusions. One of these students is now off site and will be transferring to college at the end of this academic year.

Off site students

There are a small number of SEND students who are currently being educated off site. Where possible we will reintegrate them in school, but this is not possible with some as their needs can be better met through a different sort of provision. Where they are off site long-term, we would apply for an EHCP to allow more options in their education and reduce their risk of becoming NEET where they are vulnerable. Given the level of complexity of some of our students, this data suggests that we are managing to support the vast majority of students within AGS.

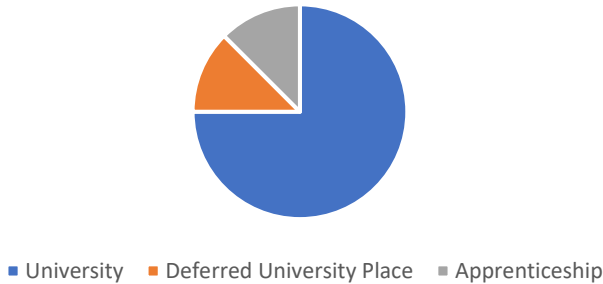
	HT1	HT2	HT3	HT4	Next steps
Y7 SEND	0	1	1	1	Student is moving to a specialist provision from September 2024
Y8 SEND	1	2	2	2	One student is reintegrating into school and is making progress. The other student is still very heightened, but he is back to full time provision
Y9 SEND	0	0	0	0	
Y10 SEND	1	1	2	2	One student now has an EHCP and is starting at Strive in April 2024. The other student will be transitioned back to school.
Y11 SEND	1	1	1	1	Student will transition to college at the end of the year

SEND destination figures

The destination figures for **Year 13** who left in 2023 reflect a smaller cohort than we currently have in the sixth form.

Of the 8 SEND students on role who left in 2023. The destinations are as follows:

Y13 Destinations 2023

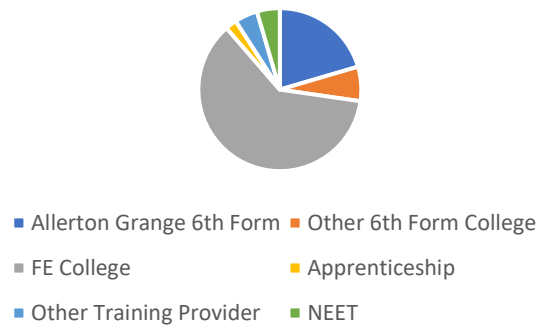


- 1 x Student – Deferred University place. Currently undertaking beauty qualifications due to parent request to remain at home for 1 more year. Due to start at Manchester Metropolitan University (Law) in September 2024.
- 2 x Students at Leeds Beckett University (1 x Accounting and Finance, 1 x Sport and Exercise Science)
- 2 x Students at Huddersfield University (1 x Product Design, 1 x Accounting and Economics)
- 1 Student at Bradford University (Accounting and Finance)
- 1 Student at University of York (Child Nursing)
- 1 Student is undertaking a Software Engineering Apprenticeship

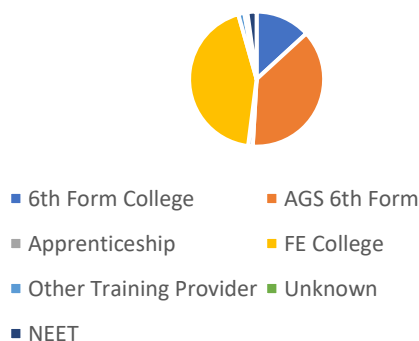
At **Post-16** SEND destinations reflect the cohort and their interests:

Destination	Number of Students	Percentage
Allerton Grange Sixth Form	9	20.5
Other 6 th Form College	3	6.8
FE College	27	61.4
Apprenticeship	1	2.3
Other Training Provider	2	4.5
NEET	2	4.5

SEND Post 16 Destinations Year 11 2023



Year 11 Post 16 Destinations 2023 - whole year group



Destination	Number of Students	Percentage
Allerton Grange Sixth Form	103	37.6
6 th Form College	36	13.1
FE College	119	43.4
Apprenticeship	3	1.1
Other Training Provider	4	1.5
NEET	6	2.2
Unknown	2	0.7

2 NEET SEND Students = 1 involved with youth offending, 1 SEMH applying for 2024 start.

Almost all SEND students are on appropriate pathways and the two NEET students are in the process of beginning courses after a year out of education for different reasons. We access additional Careers support through SCOPE in addition to sessions in school. The three DAHIT 2023/24 Year 11 students all went on to college. Child A secured a place at Leeds City College on a computing course. Child B and Child C both secured places at Joseph Priestley as part of a multi-skills course.

SEND policy and website

The SEND Policy was reviewed and revised in March 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 also work with a range of agencies such as Mindmate Spa, providing evidence for diagnoses. 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. 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.

MCH 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 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 by Emotionally Based School Avoidance (EBSA). In keeping with the national picture, persistent absence is higher than it has ever been; 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 three Year 7s, two Year 8s, five Year 9s, two year 10s and three Year 11 students who are currently having extreme difficulties in accessing school. These students all have individualised action plans.

In April 2022, we did some work 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 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. Another student, who was at Queenswood in Year 10, has managed to successfully return to AGS for Year 11. 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. We are currently working on getting 3 of our Year 9 EBSA students into MNTS. All of these students are autistic or have significant autistic traits and are too unwell to attend school.

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

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.

We are currently proactively working on students at risk of EBSA before they reach the point of burn out. One Y8 student was referred to us by the attendance team and our Neurodiversity Coach began meeting with him three times per week from January 2024. Together, they explored barriers to attendance through Talking Mats and a sensory profile. Working closely with parents and the attendance team, a pupil-led phased reintegration plan was put in place focusing on incremental steps designed to lower anxiety. This has regular reviews with all stakeholders. His attendance is improving and is now at 66.29% (Jan-March 2024) compared with 34.06% (Sept-

Dec 2023). He is feeling increasingly confident that he can cope in school and we are hopeful that we have averted a long-term problem.

The cluster also is piloting an outreach programme with The Beck for attendance and we have two EBSA students on the waiting list, one in Year 8 and one in Year 9. The student in Year 9 has not attended school this academic year.

Year to date (February 2024) attendance figures:

AGS – 93.2%

National 91.3%

2023-4	HT1	HT2	HT3	2022-3	HT1	HT2	HT3
E (29)	89.9	89.1	87.5	E (26)	93.81	91.3	91.21
K (189)	91.4	90.3	89.6	K (184)	91.60	90.1	90.59
PA (all)	21.69	21.05	18.33	PA	19.89	19.29	18.09

SEN Figures by Year Group Year to Date (to Half Term 3)

2023-24	Year 7	Year 8	Year 9	Year 10	Year 11
E	85.1	91.2	88.4	94.3	82.8
K	94.2	90.5	84.5	86.7	89.0

Attendance is an area of concern at the moment, but our PA rate is starting to fall again; we are currently slightly below the national figure of 20.7%. SEND attendance will be a continuing piece of work and we will continue to work closely with the attendance team.

SEND budget and spending

The Funding Formula statement gives us a notional block of funding worth £529,214 with estimated top-up FFI funding of £180,844 (up from £147,056 in 2022-23 and £117,440 in 2021-22) for 44 high needs students. £30,000 income for the DAHIT provision is also received.

At present, this totals to £740,058 (up from £726,616 in 2022-23 £697,001 in 2021-22)

Expenditure	Cost 2021-22	Cost 2022-23	Cost 2023-24
581 Teaching Assistant hours per week Annual total	£341,000	£375,000	£399,000
HLTA 32.5 hours per week	£29,000	£32,000	£33,500
Teacher of SEND 0.8 (up from 0.6)	£30,000	£33,000	£36,000
Neurodiversity Coach			£16,500
Admin time	£13,000	£14,000	£24,500
Pastoral/attendance team support	£90,000	£96,000	£100,800
Resourced provision annual cost to school	£30,000	£30,000	£30,000
Smaller Class sizes	£128,000	£134,000	£140,700
Specialist technology to support learning in class (e.g. Braillenote, Perkins, laptops, reader pens, iPads, writing slopes)	£6000	£6000	£6000
Specialist intervention programme subscriptions or app purchases (e.g. IDL, Lexonik, CogMed)	£6000	£6000	£6000
Cluster Services, including purchase of additional Educational Psychology and counselling time	£10,000	£10,000	£10,000
Nisai	£7000	£4000	£10,500
Additional TA after school time to allow enrichment and homework club.	£1000	£1000	£1000
Access arrangement tests and testing	£6000	£6000	£6000
Total expenditure	£697,000	£744,000	£820,500

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.

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).
- 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)
- Rachel High is our HLTA (Dyslexia and literacy lead in SEND)
- Sally Lostroh provides our admin support for EHCPs, exams and intervention cycles
- Molly Dunne is our Neurodiversity Coach
- We are in the process of appointing an SEMH Coach
- 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 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.

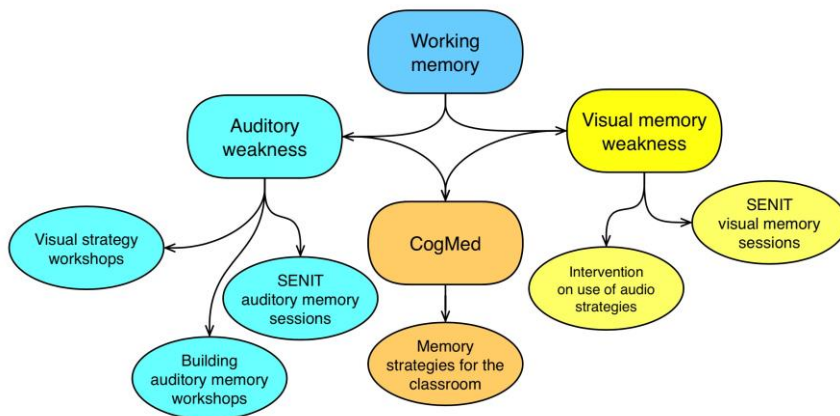
The current staffing in DAHIT is as follows:

- 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. An example is working memory interventions where there are three distinct pathways depending on need:



Teaching assistants who are trained and experienced in a specific area deliver those interventions. We have had some movement in staffing with some going on to teacher training, another being promoted to Assistant SENDCO in another school and one retiring at the end of last term. This has given us the opportunity to restructure the team to bring in specialist coaches in Neurodiversity and SEMH to deliver sessions to individuals and small groups.

Due to the higher needs this year and the increasing numbers on the SEND register, students have sometimes had to wait for the next cycle of interventions to begin before they can access full support.

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)	<ul style="list-style-type: none"> • 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 (e.g. personal care) 	Neurodiversity Coach and other experienced TAs. Year teams do some mentoring work.	28 (some have had multiple interventions in this section)	Assessed through student and TA voice. 89.2% 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	<ul style="list-style-type: none"> • Cogmed • Visual strategy workshops • SENIT visual memory intervention • Classroom memory strategies sessions • SENIT auditory memory strategies 	Rachel High (HLTA) leads on literacy-based interventions. Teaching assistant team deliver.	74 students (some have done more than one in this area)	Assessed through a combination of test results and progress data, or student/staff feedback. 90.5% of students had progressed in what they could do or felt

	<ul style="list-style-type: none"> • Auditory memory workshops • Numicon • Pre and post teach English, Maths and Science • Speed phonics • Active Literacy Programme (SENIT) • Ruth Miskin • Lexonik Leap • Lexonik • Boosting Reading @ Secondary • Complete Comprehension • Words Matter • Vocab builder 			like they knew how to remember more. CogMed and literacy interventions are particularly effective.
SEMH	<ul style="list-style-type: none"> • Anger/anxiety gremlin • Zones of Regulation • 5 Point Scale • Mentoring • Sensory circuits 	TA team and MDU	12 (some students have had more than one provision in this area)	Monitored through staff/student feedback 91.6% students felt that these interventions gave them strategies that work for them. Some have referred on for cluster support and counselling.
Sensory and physical needs	<ul style="list-style-type: none"> • Physiotherapy exercises • Personal care • Sensory audits and adaptations • Sensory equipment • Movement breaks • Speed typing • Handwriting intervention 	TA team (training has been delivered for physical handling and physiotherapy work)	33 (some students have had more than one provision in this area)	Measured through observations to ensure that needs are met and adaptations are working. 84.8% of students felt they made positive differences in passport reviews.
DAHIT interventions	<ul style="list-style-type: none"> • English/literacy • BSL • Pre and post teach Maths • Pre and post teach Science • Speech and language • Practical language input with DI • Life Skills • Homework support • Mentoring • PSHE deaf-related 	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. Complete Comprehension gets our weakest progress results, so we are currently starting a trial of Lexia, which is more matched to specific needs and can also be carried out at home once students are established on the programme. Similarly, we are also considering improving our touch typing programme to include work on spellings with Touch, Type, Read and Spell.

In addition to these interventions, we had a cohort of 6 x year 7 students who started at AGS working towards or at Year 1 level. Accessing the KLAS curriculum in mixed ability groups was proving difficult due to the pace of learning. A small group was created for the literacy based subjects, which still follows the KLAS curriculum and still learns the same core knowledge, but does so 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.

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.

The KLAS group was so effective that it has operated again this year with another 8 students, this time including some DAHIT students.

There is now a well-trodden path with dyslexia interventions, which are effective in raising attainment in lessons. For example, one student arrived with concerns around her literacy from primary school. We assessed her in November 2021 and found dyslexic traits, so she began interventions. Parents were informed of our findings and a dyslexia assessment and diagnosis was carried out privately. Intervention results were positive and at the end of Y7 and 8 this student achieved 'Secure' levels for English.

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

- JCQ access arrangement training for all TAs and lead invigilators
- Exploring teaching strategies e.g. questioning, prompting, modelling.
- Memory intervention training
- Occupational Therapy training on safe handling and lifting.
- Boosting Reading at Secondary intervention training
- Lexonik training (reading skills)
- Active Literacy training
- Ruth Miskin
- Autism Level 1 Course for all
- Autism Level 2
- ADHD Foundation training
- Study Skills and Revision Techniques for Neurodivergent Learners
- Educational Psychology CPD on EBSA
- Literacy and dyslexia
- DCD intervention
- Lego Therapy
- Low arousal and de-escalation strategies
- Social stories
- Self- regulation
- Speech and language programmes

- Occupational therapy exercises
- Sensory circuits
- Numicon

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 2024) covered 15 students with a wide variety of learning needs and conditions.

- 93.3% 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 wanted to try to do more independently.
- All students 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. Art was identified as somewhere students felt particularly supported as all instructions are written down with clear visuals and that means they don't forget or get confused.
- One student identified a subject where he wasn't allowed to have sensory breaks and got told off for fidgeting. On further investigation, this turned out to be a member of supply staff.
- 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.
- Reading Plus causes some problems with some ADHD and dyslexic readers as the speed of reading is set and word recognition flashes too quickly for some dyslexic readers. There is some frustration. This has been fed back to the English team and we are collaborating on next steps.
- Almost all students valued intervention sessions and thought that they made a difference. Comments included:
 - "I like being able to talk to someone when I get to school. I don't feel as worried about school after that."
 - "I've got so fast at phonics now that Miss can't turn the cards quick enough."
 - "I understand more about me and how my brain works."

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.
- 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 of how parents are feeling about our provision and this 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 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.

We get regular positive feedback:

- “Massive congrats on such a positive SEND review – not at all surprised of course, so well deserved. Can’t tell you how much we agree with the assessment and how incredibly intelligent, insightful and helpful you have been in supporting Student X’s needs and therefore our whole family through such challenging issues and times. We really can’t thank you enough.”
- “I really appreciate your thoroughness and thoughtfulness :)... Thank you for making school and learning as accessible as possible.”

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 with late diagnoses. Recent 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 2+ years for diagnostic assessments and then another waiting list for medication. We have been 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.

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

Complaints relating to SEND

No complaints have been received this academic year.

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?

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.

The structure of the Team has changed over the past year to give us more capacity and the ability to meet the higher demand of the cohort. We have a Neurodiversity Coach in place, who is doing excellent work with our neurodiverse learners and their parents. With the increase in FFI, we are looking to promote one of our current TAs to the new SEMH Coach role; this will include work with the EBSA students, who need very high levels of support and personalisation. Both of these roles are full time and enable intervention to happen throughout each day both planned sessions and responsive to needs at the time.

We have outgrown our space in the Hub and there were too many conflicting demands for a small room: office space, EBSA reintegration, intervention sessions, dysregulated students being supported to regulate and so on. We are very grateful that we have been prioritised and are moving into a much bigger area in the school that is suited to our needs. This will help enormously from September.

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.
- SENSAP have been slow in issuing EHCPs – some have taken 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.

Priorities for 2024-25

1. To complete provision mapping across all areas of SEND for complete clarity of service.
2. To develop the SEND SEMH provision within school, accessing further CPD on de-escalation and trauma-based training.
3. To improve attendance levels, including for those with EBSA

DAHIT Priorities for 2024-25

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 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.