

# Annual SEND Report



School:	Allerton Grange School
SENCO:	Michaela Child
Date of report:	6 March 2023
SEN Governor:	Joanne Travis

## SEND profile for the last 12 months

- Total students on roll at Allerton Grange 1717
- 237 on SEND Register – an increase of 51 from last year. The needs with greatest increases are autism, ADHD, dyslexia and SEMH.
  - K – 208 students 12.1% of school population (2022 national average 12.6%)
  - E – 29 students 1.6% of the school population (2022 national average 4%, Leeds Average 2.5%). 3 EHCPs are about to be issued, taking the figure up to 1.8%.
- SEND students make up 13.8% of the whole school population
- Growing numbers are now staying on to sixth form

Year Group	Total Female	Total Male	EHCP	Pupil Premium
Year 7	14	41	6 (3 DAHIT)	16
Year 8	18	25	6 (2 DAHIT)	18
Year 9	15	18	1	15
Year 10	19	21	5 (1 DAHIT)	15
Year 11	17	26	8 (3 DAHIT)	15
Year 12	9	5	3	1
Year 13	3	6	0	2
<b>Totals:</b>	<b>95</b>	<b>142</b>	<b>29</b>	<b>82</b>

SEND Primary Need	Female	Male	Total	Pupil Premium
ADHD	2	8	10	1
Autism	13	25	38	7
Dyslexia	27	24	51	13
Dyspraxia	1	0	1	0
Hearing Impairment	8	8	16	5
Medical	0	2	2	0
Moderate Learning Difficulty	7	33	40	23
Physical Disability	3	1	4	1
SEMH	20	20	40	15
Speech and Language Difficulty	7	14	21	11
Visual Impairment	4	5	9	2
Other	3	2	5	4

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 provision 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 submitted to SENSAP. Two have been refused, one of which parents are taking to tribunal and the other is about to be resubmitted. We intend to submit a minimum of 3 more before the end of the academic year.

## **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 persistent school refusal when remote learning does not work, 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. Wave 1 teaching is supported by individual passports of needs and a range of wave 2 interventions, including pre- and post-teach.

In order to do this successfully, we have created a small KLAS group for 6 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. 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. This was highly successful last year and students made better progress as a result of this strategy.

The SEND review in January 2022 identified many areas of strength in the school but also some inconsistency in the application of passport adaptations needed to remove barriers to learning. This was addressed through sharing findings with each curriculum area and moving the passport monitoring to become a proactive part of curriculum leaders' scrutiny of their own department areas. TA feedback and far fewer parental concerns show that this is working. Considerable time has been put into making passports personal and meaningful so that students' needs are understood and therefore met. We have a Local Authority SEND review scheduled for June 2023.

Whole school training in SEND took place for all staff in September 2022, with additional sessions for Initial Teacher Training students and Early Careers Teachers. One Adoption West Yorkshire (July 2022) trained pastoral staff and teaching assistants in supporting students with early childhood trauma. All Teaching Assistants, plus 15 other staff are taking the 'Making Sense of Autism' tier 1 course and one additional teaching assistant has completed the level 2 course. Our dyslexia lead, Rachel High, has also offered a series of after school meetings on dyslexia-friendly strategies.

Our students are supported by a student-centred SEND team who now operating collaboratively together and with other parts of the school. All SEND staff are either happy or very happy with their role in school (staff voice November 2022). Curriculum leaders have shared their curriculum visions with the TA team, who can now support students better as they understand curriculum development over time and the core knowledge, which their students must embed for future success. With Growing Great Staff focusing on teaching strategies to embed core knowledge into long-term memory, plus a range of useful CPD, the team are able to be increasingly more effective in their work with SEND students.

Transition work is of a high standard; 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. Cause for concern forms are used to flag up other students as issues become apparent in class. 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. This approach has also led to a number of students being diagnosed with conditions we had suspected from assessment results. However, it is worth noting that it can take time for barriers to be spotted in class if a student has adept coping strategies.

The SEND team works with a range of professional services, including cluster services 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 are growing personal development opportunities, including life skills for a very small cohort of students, and are proactively supporting students to get involved in the school's enrichment programme. Recently, we were delighted to see some of our high needs students involved in the Duke of Edinburgh award and the school musical.

### Achievement of pupils with SEND

Due to Covid, 2021 figures are our baseline. However, 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; our data this year is above national SEND figures in all areas but usually less than the school headline figures.

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	2021 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

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 to support themselves and also considerable work has been done with staff on accessibility of lessons. Many teaching staff have gone above and beyond in their support of our SEND students, for example, one of our VI students had an additional science sessions with a range of Braille resources which enabled achievement of a grade 7. These are all having impact.

### 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

#### 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

We intend to continue to grow this equitable provision for students to ensure that SEND students are given the same opportunities as everyone else.

### Behaviour

Behaviour is also monitored across all year groups on a weekly basis so that SEND specific work can be done with repeat offenders at any point 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 relatively low quantity of repeat offenders we have on our caseload despite the complexity of our SEND cohort. This means that students are in lessons and engaging with their learning.

We track all SEND students, their behaviour points and types, on a spreadsheet. 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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	TOTAL
0	3	3	3	9	14	8	40
0	1	3	2	8	11	8	33
0	0	5	7	9	17	14	52
0	1	1	3	2	1	2	10
0	0	0	1	0	2	2	5

### SEND Behaviour points

	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	Current high profile SEND students being worked with
Year 7	467	17	223	593	24	306	601	29	301	3 students
Year 8	1214	13	234	1084	5	225	1042	7	246	3 students
Year 9	1700	0	362	1791	0	350	1561	0	233	2 students (one now offsite)
Year 10	1768	5	313	1755	5	348	1535	2	310	5 students
Year 11	2298	26	321	2236	34	330	1440	42	208	4 students
Year 12/13	859	0	72	1105	0	112*	1096	1	106*	1 student* (new diagnosis)

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 Stage 1	Non-SEND HT3 Stage 2	Non-SEND HT3 Stage 3	SEND HT3 Stage 1	SEND HT3 Stage 2	SEND HT3 Stage 3	Current high profile SEND students being worked with
Year 7	117	20	4	97	11	3	112	19	11	79	15	1	3 students
Year 8	361	74	22	89	13	3	234	40	12	64	11	3	3 students
Year 9	638	91	13	142	19	5	424	55	12	71	8	1	2 students (one now offsite)
Year 10	628	89	20	120	16	9	437	56	15	92	19	5	5 students
Year 11	943	128	39	148	31	16	448	90	39	81	13	6	4 students

SEND detentions are similar to that of their peers for Stage 1 detentions, with the exception of Year 7 where it is higher than expected. Transition has been particularly difficult for 3 SEND students in Year 7 and this is reflected in their dysregulated behaviours we see in class and social times. These 3 students make their way up the sanctions ladder and considerable input is given by the Year Team and SEND to manage their behaviours. The vast majority of SEND students do not escalate beyond Stage 1. Very few reach Stage 3. This indicates that reasonable adjustments are working to enable them to access education.

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. Although Y7 has our highest proportion of SEND out of all year groups, SEND students are being isolated more often than their peers. However, **72% of these isolations are for the same 3 students**. This pattern continues throughout each year group.

Non-SEND HT1&2 Isolation	Non-SEND HT1&2 Exclude	SEND HT1&2 Iso	SEND iso as % of cohort	SEND HT1&2 Exclude	Non-SEND HT3 Isolation	Non-SEND HT3 Exclude	SEND HT3 Iso	SEND iso as %	SEND HT3 Exclude
31	0	21	24.7%	0	32	0	24	42.8%	0
108	4	21	16.2%	2	55	0	26	32%	0
107	2	29	21%	2	106	2	18	14.5%	0
124	3	26	17.3%	0	99	3	17	14.6%	0
79	1	21	21%	2	87	2	13	13%	0

Exclusion data varies depending on the year group but they are SEND K students, with only one SEND E exclusion. Years 8 and 10 are particularly good, with exclusion rates lower than the proportion of SEND students in those cohorts. Year 11 is concerning at first glance, but the figure is skewed by one student with particularly complex needs. All figures are too small to be able to extrapolate meaning from the data.

	Non-SEND Exclusion Sept 22-March 23	SEND Exclusion Sept 22-March 23	% SEND
Year 7	3	1	25%
Year 8	21	1	2.2%
Year 9	23	7	23.3%
Year 10	27	2	6.8%
Year 11	7	6	46.1%

### 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. 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.

	Non-SEND HT1	SEND HT1	Non-SEND HT2	SEND HT2	Non-SEND HT3	SEND HT3	Next steps for SEND students
Year 7	0	0	0	0	0	0	
Year 8	0	0	0	0	0	0	
Year 9	3	1	3	3*	4	3*	*One student through Fair Access to remain off site One student at Stephen Longfellow One student being reintegrated
Year 10	2	0	4	0	3	0	
Year 11	6	2	7	2	8	2	Remaining off site with transition to college post-GCSEs. One student at ELECT and one at Elland.
Total	11	3	14	5	15	5	

Case studies are available but not published on the website to safeguard student identities.

### SEND destination figures

#### Year 13:

Figures in both 2021 and 2022 are too small to be able to draw meaningful conclusions. The current Y12 cohort is significantly bigger; far more SEND students have continued to A' Level with us in September 2022.

2021 There were 2 x SEND K in the 6<sup>th</sup> form. One went to university following a gap year and the other continued to a Level 3 course at Leeds City College.

2022 The SEND E student moved on to do a Level 3 course in Fashion at Leeds City College. The 3 x SEND K students went to university (2) or starting a Level 3 TV Editing and Media course at Leeds City College after a gap year (1).

#### Year 11

	Number of students 2021	Destinations 2021	Number of students 2022	Destinations 2022
Total cohort	263	<u>Non-SEND</u> 103 x AGS 6 <sup>th</sup> form 61 x other 6 <sup>th</sup> forms 6 x Apprenticeships 17 x Leeds City College L1 35 x Leeds City College L2 28 x Leeds City College L3/BTec/A Level/T Level 7 x Leeds City College vocational 5 x ITP/FE placements 1 x NEET	270	<u>Non SEND</u> 107 x AGS 6 <sup>th</sup> form 51 x other 6 <sup>th</sup> forms 61 x Leeds City College 2 x Leeds Arts University 11 x Leeds College of Building 2 x Hairdressing apprenticeship 1 x Leeds Utd Football scholarship 1 x GSAL 1 x Ellis Rugby Digital Marketing apprenticeship 6 x Unknown
EHCP students (including DAHIT)	7 (5 DAHIT)	2 x Leeds City College L1 diploma 1 x Vine Education Ventre 4 x AGS 6 <sup>th</sup> form (transitional year)	5 (2 DAHIT)	3 x AGS 6 <sup>th</sup> Form 1 x Leeds College of Building 3 x Leeds City College
SEND K students	32	4 x AGS 6 <sup>th</sup> form 4 x other 6 <sup>th</sup> forms 1 x Apprenticeships 7 x Leeds City College L1 8 x Leeds City College L2 2 x Leeds City College L3 3 x Leeds City College Vocational courses 1 x unknown course at Leeds City College 1 x ITP-LLS 1 x NEET	21	6 x AGS 6 <sup>th</sup> Form 3 x other 6 <sup>th</sup> forms 8 x Leeds City College 2 x Leeds College of Building 1 x Leeds Arts University 1 x Unknown

The Y11 destinations data from 2022 is particularly pleasing. We have a larger cohort accessing the sixth form at AGS, including 3 with EHCPs, and this is in keeping with our ambitious aspirations for them. Students are on appropriate pathways for them and their ambitions.

### **SEND policy and website**

The SEND Policy was reviewed in March 2023. Minor changes were made to reflect procedural changes within the SEND area e.g. assessment plays a stronger role in current provision to drive more direct and specific intervention.

Our Website material is currently being reviewed and rewritten to include improved guidance 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 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 access reasons (e.g. roger pens, writing slopes, larger font texts, braille). 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.

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.

### **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 the impact we need, we will work with parents and submit a statutory request for assessment to the local authority. If we have insufficient evidence of need (for example, if we have one graduated response which has worked), we advise parents that they can also submit an EHCP assessment request and we will provide the evidence we do have to support them.

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 GL Assessment tool. 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. 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**

Whilst attendance is not back to its pre-pandemic levels, significant gains have been made this year, particularly with the SEND E cohort. Whilst SEND is not yet at the same level as the rest of the school, there is a significant step improvement for many students.

In keeping with the national picture, persistent absence is higher than it has ever been; emotional based school avoidance (EBSA) is most commonly seen in SEND students, and students are frequently diagnosed with a neurodiverse condition whilst they are school refusing – or perhaps triggered by their school refusal. For some students, this school-based anxiety is a result of lockdown and being unable to cope with the sensory, demand-driven environment of being back in mainstream schooling.

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 3 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. All of these students are attempting to also complete another GCSE in school – Art, History, Hairdressing. This is a viable way forwards for these autistic students with extremely high school anxiety. They are coping better and have even been able to



engage with some enrichment. This keeps the door open for them to return to school for A Levels, should this be the best option for them. The one student whose attendance has not improved has an EHCP about to be issued and may need specialist provision.

	Attendance at AGS 2021-22	Current attendance at Queenswood	% difference
Student D	32.89%	83.82%	+50.93
Student E	6.91%	78.99%	+85.9
Student F	58.82%	56.02%	-2.8

Another KS4 student was turned down for MNTS despite a 41.20% attendance rate and currently complete school refusal. He is accessing online learning through Nisai and has attended every session since he started. We are hoping to reintroduce the school environment to him soon with the intent of picking up Design Technology.

A small group of students who struggle with extreme SEMH (6 SEND) have adaptations such as adapted timetables, mentoring, anxiety strategy sessions, decompression time in the Hub, additional lessons from subject staff. This is variable in terms of success. One Y12 student has been completely unable to come into school and is looking at an Art course next year, another Y11 student is coming into school for short spells much more reliably.

We are proactively working with some of our more anxious lower school students. We give them some tools to manage this anxiety and also give them access to counsellors with the aim of avoiding them reaching the point of being unable to cope with school.

Autumn HT1 2022 Group (no. in brackets with annual change)	HT1 22-23	HT1 21-22	HT1 20-21	Diff +/- Y on Y
SEN E (25) (+2)	89.09	85.23	85.59	+3.84
SEN K (146) (+2)	92.60	90.69	93.23	+1.91
No SEN (1267) (+66)	95.77	93.97	96.38	+1.8

Autumn HT2 Group (no. in brackets)	HT2 22-23 (7-11)	HT2 19 20* (7-11)	Diff +/- Y on Y
SEN E (13) 0	90.44	90.62	+2.77
SEN K (118) 0	89.07	92.16	-1.89
No SEN (779) +4	92.78	94.7	-0.94

Spring HT3 Group (numbers in cohort)	22/23 HT3	21/22 HT3	Year on Year Diff	National Ave Difference +/-

SEN E (26)+1	91.21	89.19	2.01	+0.41
SEN K (185)+33	89.92	90.59	-0.67	-0.89
No SEN (1240)+70	93.23	93.67	-0.44	+2.43

Some data is not available from 2021/21 due to lockdown.

The national year to date Persistent Absentee figures for state-funded secondary schools is 27.4%. Our most recent PA figures were 20.98% for all students in Y7-11 and SEND was 19.48%. Whilst this isn't where we want it to be, considering some of the extremely complex needs we have in school and the high level of medical appointments some students have, we are faring better than the national picture.

Term	7 – 11 %	PP %	SEN %	LAC %	Number in Cohort
Term 1	16.28	47.46	19.92	0.42	1450
Term 2	28.63	43.27	18.99	0.72	1453
Term 3	20.18	46.42	18.09	0.34	1452
Total to HT3	20.98	49.03	19.48	0.52	1454

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 £549,561 with estimated top-up FFI funding of £147,056 (up from £117,440 in 2021-22) for 29 high needs students. £30,000 income for the DAHIT provision is also received.

At present, this totals to £726,616 (up from £697,001 in 2021-22).

Expenditure	Cost 2021-22	Cost 2022-23
566 Teaching Assistant hours per week (increase to 580 in 2022-23). Annual total	£341,000	£375,000
HLTA 32.5 hours per week	£29,000	£32,000
Teacher of SEND 0.6	£30,000	£33,000
Admin time 0.8	£13,000	£14,000
Pastoral/attendance team support	£90,000	£96,000
Resourced provision annual cost to school	£30,000	£30,000
Smaller Class sizes	£128,000	£134,000
Specialist technology to support learning in class (e.g. Braillenote, Perkins, laptops, reader pens, iPads, writing slopes)	£6000	£6000
Specialist intervention programme subscriptions or app purchases (e.g. IDL, Lexonik, CogMed)	£6000	£6000
Cluster Services, including purchase of additional Educational Psychology time	£10,000	£10,000
Nisai	£7000	£4000
Additional TA after school time to allow enrichment and homework club.	£1000	£1000
Access arrangement tests and testing	£6000	£6000
Total expenditure	£697,000	£744,000

In terms of value for money, this expenditure ensures that all 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

#### **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 is currently undertaking the NASENCO qualification (anticipated completion date August 2023).
- Jane Dempster is Assistant SENDSCO (FFI applications, EHCP applications, referrals, timetabling etc)
- Katherine Neilson is Teacher of SEND (Cause for Concern forms, teaching small Y7 group)
- Rachel High is our HLTA (Dyslexia and literacy lead in SEND)
- Sally Lostroh provides our admin support for EHCPs, exams and intervention cycles
- Christine Merritt is our Lead Autism Practitioner (0.8 FTE) supported by Joe Rands who is Autism Level 2 qualified.
- Gareth Barnes and Kate Ludlow form the Visual Impairment team with support from Hayley Cooper as QTVI and Rukhsana Jannath (Habilitation Team)

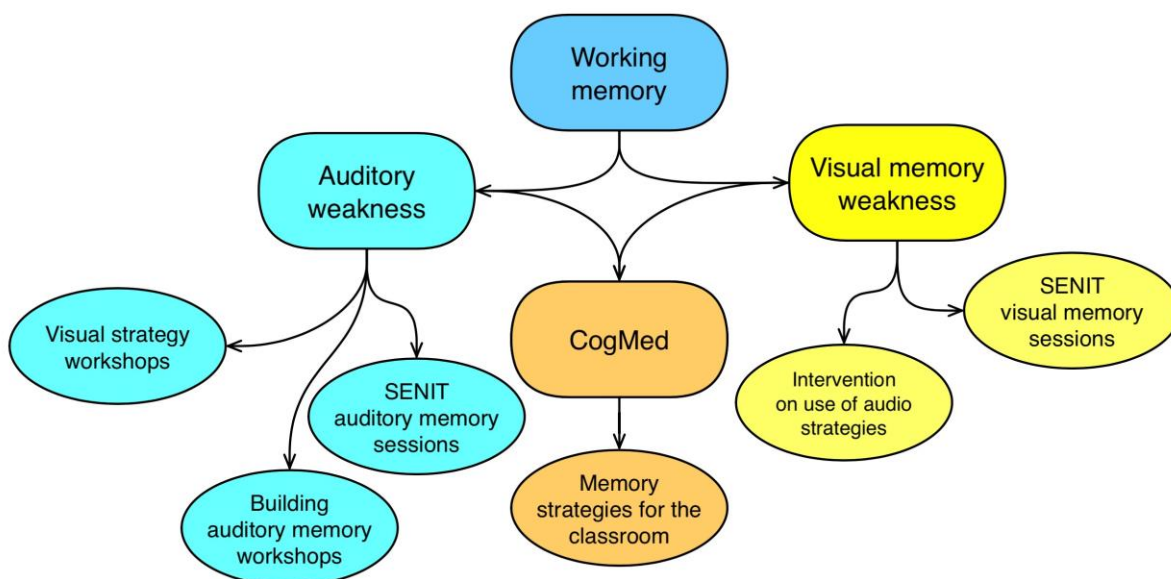
We have another 14 teaching assistants (3 agency) who do a combination of intervention work and in-class support for SEND students. They all act as key workers for high needs students and are the main weekly link between school and home.

- Konnie Fenwick-Rache has taken over the lead of the DAHIT Resourced Provision. Henri Grumbridge (0.8 FTE) and Sarah Scott (0.2 FTE) support as Qualified Teachers of the Deaf (QTOD)
- There are 3 Deaf Instructors
- 5 x Communication Support workers, all of whom are at least level 3 qualified in BSL.
- 1 x Teaching assistant, who is a deaf adult and therefore a linguistic/cultural role model.

#### **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:



The vast majority of interventions are delivered by teaching assistants who are trained and experienced in that specific area. We have had some Teaching Assistants who have moved on – two have gone on to train to become teachers and one has been internally promoted to a Coach role within school. This has left us with a number of long-term agency staff and has had some impact on the quantity and effectiveness of some interventions. We have had to run some interventions for longer periods in order to get the outcomes.

Type of need	Intervention programmes being delivered this year	Delivered by	Number of students Sept 22 to March 23	Impact
Communication and interaction (Speech and Language difficulties and/or Autism)	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Social communication group work</li> <li>• Lego Therapy</li> <li>• Talking mats</li> <li>• Cartoon conversations</li> <li>• Anger/anxiety gremlin</li> <li>• Black Sheep Press communication programmes</li> <li>• Mentoring</li> <li>• Individualised work depending on need (e.g. personal care)</li> </ul>	Autism lead practitioner, Autism L2 qualified TA, and other experienced TAs. Year teams do some mentoring work.	25 (some have had multiple interventions in this section)	Assessed through student and TA voice.  88% 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"> <li>• Cogmed</li> <li>• Visual strategy workshops</li> <li>• SENIT visual memory intervention</li> <li>• Classroom memory strategies sessions</li> <li>• SENIT auditory memory strategies</li> </ul>	Rachel High (HLTA) leads on literacy-based interventions. Teaching assistant team deliver.	68 students (some have done more than one in this area)	Assessed through a combination of test results and progress data, or student/staff feedback.  92.6% of students had progressed in what

	<ul style="list-style-type: none"> <li>• Auditory memory workshops</li> <li>• Numicon</li> <li>• Pre and post teach English, Maths and Science</li> <li>• Speed phonics</li> <li>• Active Literacy Programme (SENIT)</li> <li>• Ruth Miskin</li> <li>• Lexonik Leap</li> <li>• Lexonik</li> <li>• Boosting Reading @ Secondary</li> <li>• Complete Comprehension</li> <li>• Words Matter</li> <li>• Vocab builder</li> </ul>			they could do or felt like they knew how to remember more. CogMed and literacy interventions are particularly effective.
SEMH	<ul style="list-style-type: none"> <li>• Anger/anxiety gremlin</li> <li>• Zones of Regulation</li> <li>• 5 Point Scale</li> <li>• Mentoring</li> <li>• Sensory circuits</li> </ul>	TA team	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"> <li>• Physiotherapy exercises</li> <li>• Personal care</li> <li>• Sensory audits and adaptations</li> <li>• Sensory equipment</li> <li>• Movement breaks</li> <li>• Speed typing</li> <li>• Handwriting intervention</li> </ul>	TA team (training has been delivered for physical handling and physiotherapy work)	26 (some students have had more than one provision in this area)	Measured through observations to ensure that needs are met and adaptations are working.  80.7% of students felt they made positive differences in passport reviews.
DAHIT interventions	<ul style="list-style-type: none"> <li>• English/literacy</li> <li>• BSL</li> <li>• Pre and post teach Maths</li> <li>• Pre and post teach Science</li> <li>• Speech and language</li> <li>• Practical language input with DI</li> <li>• Life Skills</li> <li>• Homework support</li> <li>• Mentoring</li> <li>• PSHE deaf-related</li> </ul>	QTOD, DI and CSWs	All DAHIT students	Measured by progress of students and access to the KLAS curriculum.

In addition to these interventions, there were 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 pulled together for the literacy based subjects, which still follows the KLAS curriculum and still learns the same core knowledge, but does so at a smaller pace. Observations and knowledge organiser tests have shown that all 6 students are retaining more knowledge over time.

The review of this provision in July 2022 showed that it had 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. Parents were equally appreciative.

#### Parent of Student G

- He now tells them what he has been learning and has always been unable to do this in the past
- If large numbers in the class he struggles with his recollection but the small group has been great for him
- He's now excited about what he has learnt
- Ability to retain learning from these classes is much more than they thought he was capable of but it is due to the breaking down of the information and the repetition
- Happy coming to school now something he never was before and speaks about the children in the group as his friends which is new for him

<p>66.6% like the small group and feel it benefits them. 16% prefer being in a full sized class (upon digging deeper, it's because he can do less work!) and the remaining 16% said that he was ok in a bigger class as long as he had a 1:1 TA, but did prefer the small group if he had no 1:1.</p>	<p>83.3% said that the small group definitely helps them to learn better; 1 student thought it <u>didn't</u> make much difference as long as he had a TA.</p>	<p>What helps you learn in this class?</p> <ul style="list-style-type: none"> <li>• Recap questions</li> <li>• Miss gives clues so we can work it out</li> <li>• She checks if you need help</li> <li>• Lots of pictures</li> <li>• Slower pace</li> <li>• Easier to understand things because <u>I've got</u> time to think.</li> </ul>
<p>How is this group different to your other lessons?</p> <ul style="list-style-type: none"> <li>• It's small so we get more attention and more help</li> <li>• Miss makes it simple so we don't get the wrong idea</li> <li>• Other people in class wait for your answer and listen to you</li> <li>• <u>It's</u> been good to help me get on with people. I've got friends in this group</li> <li>• Much more help</li> <li>• These lessons give me the confidence to walk around the school.</li> </ul>	<p>How do you know <u>you're</u> doing well?</p> <ul style="list-style-type: none"> <li>• I can do the work</li> <li>• My quiz results are great</li> <li>• I can focus in lessons</li> <li>• I have great scores</li> <li>• I get the recap questions right.</li> </ul>	

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 6 students, this time including some DAHIT students.

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 2022-23

- 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
- Autism Level 1 Course for all
- Literacy and dyslexia
- DCD intervention
- Lego Therapy
- Social stories
- Self- regulation
- Speech and language programmes
- Occupational therapy exercises
- Sensory circuits
- Numicon

CPD is needed for the Ruth Miskin programme as we no longer have anyone trained in school to deliver it.

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 now have 2 members of staff who are qualified as Level 2 Autism practitioners to reflect the growing numbers of students on the spectrum in Year 7. These members of staff also work with the STARS team on an ongoing basis.

Last year, we used the 'Teaching walkthru' books with the TA team to explore explicit strategies that can help students in the classroom and have continued with this in 2022-23. Although we intended to follow the 'Growing Great Teachers' pathway, it was impossible for the TAs to see each other in action, so it ended up being more discussion and sharing rather than coaching. This is an area I would like to develop further.

### **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 reviews and have our next one scheduled with the Local Authority in June 2023.

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 2023) covered 15 students with a wide variety of learning needs and conditions.

- 100% 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.
- 3 x KS4 students felt that they wanted more independence in class and didn't want to stand out by having a teaching assistant beside them. Two of these students have SEMH in addition to their other needs. They all have good relationships with their TAs and feel confident asking them for support, so adaptations were made in light of this voice that TAs would check in to support rather than sitting with the student throughout.
- Most 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.
- 4 students identified individual lessons where passport adaptations were not happening. This was communicated back to the staff concerned.
- Things have moved on in a positive way since last year and accessibility has improved, particularly for VI students. They now report that resources are in the correct font size and it is much easier for them in

lessons. 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.

- Almost all students valued intervention sessions and thought that they made a difference. Comments included:  
“It helps me to get organised and I feel much less overwhelmed. Sir gives me techniques I can use and that helps.”  
“It’s helped me to remember stuff. Now I’m used to repeating things so I remember.”  
“Cogmed has helped my concentration. I’m remembering more.”  
“Having ear defenders available helps. I know they’re there if I need them. I liked talking about my autism. It makes more sense.”

### **Parent/carer voice**

Parents are an integral part of our work in SEND and is something we actively want to promote. 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.
- 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.

Although we have shared passports by email in the past, Provision Map allows us to share live documents with parents. We are gradually releasing them to parents so that they can share their opinions with us and have greater input into action plans and reviews. This will be live in all year groups by September 2023.

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:

- “Told CAMHS what a difference you and AGS team had made too, and how important that has been to find and work with the right people.”
- “You've done more in a morning than I seem to have been able to do for Student H in the last 17 months... I've been emailing and phoning CAMHS in recent days and weeks with not much luck. You seem to have got through to them in a way that I couldn't. Thank you!”

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**

Lockdown has inevitably led to greater waiting lists with external agencies and more students than ever on waiting lists to be seen towards diagnoses or for medication. 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
- 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 this academic year.

#### **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 KS2-3 transition package is the strongest it has been for our high needs students. MCH/JDE meet with primaries and separately with parents to understand need and use this information alongside a meeting with the student to populate their passports. This has enabled the necessary provision to be in place from the first day. Ambassador mornings 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 increased our Lead Autism Practitioner time to meet the needs of our current students.

#### **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.
- SENSAP have been slow in issuing EHCPs – some have taken 10 months from initial referral rather than 20 weeks. This has had some impact on students who need a specialist setting.

#### **Priorities for 2023-24**

1. To replicate the success of Y7 transitions at post-16 and post-18 so that students have every chance of success in life beyond Allerton Grange. With greater numbers of SEND staying on to 6<sup>th</sup> form, this is particularly important.
2. To enhance TA training so that students are supported in class and encouraged towards independence.
3. To refine our interventions and systems to ensure they are fully meeting need and have the maximum possible impact for the students. This includes mapping interventions for the TA team so that content taught in that week's intervention can also be proactively used in class.
4. Ensuring that communication with all stakeholders supports the needs of the students. Ensuring that all passports and action plans can be accessed live by parents and parent feedback sought.