

## Allerton Grange School

### SEND Policy

Designated Lead: Michaela Child, Assistant Headteacher/SENDCo

Reviewed March 2023

Review cycle: 1 year

Next review: March 2024



## **Aspire, Grow, Succeed**

At Allerton Grange we are committed to:

- Working together to achieve our full potential
- Celebrating our diverse school community and fostering tolerance and respect for all
- Developing active citizens within the school community and beyond
- Developing confident, creative and independent learners
- Adopting a policy of aspirational Inclusion and a KLAS progressive curriculum that is accessible and challenging for all.

## **Special Educational Needs and Disabilities (S.E.N.D) Policy**

At Allerton Grange School we are committed to the inclusion of all students. We:

- Recognise that all young people should have the same opportunities for learning and for realising their potential regardless of race, gender or ability.
- Value every individual and celebrate their achievements.
- Identify and overcome potential barriers to learning.
- Set multiple learning challenges for every student.
- Prioritise helping our students to make a successful transition into adulthood, whether into employment, further or higher education or training.

The school works with Leeds City Council to provide for students with Special Educational Needs and Disabilities in accordance with The Children and families Act 2014, The Equality Act (2010) and Special Educational Needs and Disability Code of Practice.

Special Educational Needs and Disabilities is coordinated by the SENDCo, Michaela Child alongside the Assistant SENDCo, Jane Dempster.

### **Our Team**

AHT/SENDco	Michaela Child
Assistant SENDco	Jane Dempster
SEND Administrative support	Sally Lostroh

### **Specialists**

Teacher of SEND	Katherine Neilson
HLTA/Dyslexia specialist	Rachel High
Lead Autism Practitioners	Christine Merritt and Joe Rands

### **Visually Impaired Team**

VI team Link	Steve Thompson
VI specialist HLTA	Gareth Barnes
Specialist TA (Braille)	Kate Ludlow

### **DAHIT team**

Led by Teacher of the Deaf	Konnie Fenwick-Rasche
And Teachers of the Deaf	Henri Grumbridge and Sarah Scott

Further information on our Deaf and Hearing Impairment resourced provision can be found below

### **Teaching Assistants**

Year 7	Christine Merritt
	Neil Morawiecki- Watkins
	Tom Wrightson
	Claire Layton (Agency)

Merlyn Matthews (Agency)

Year 8

Sharron Robinson  
Olivia Clarke  
Lucy Howell

Year 9

Abbie Francis (Agency)  
Paul Hutchinson  
Anna Lau

Year 10

Chloe Stecko  
Joe Rands  
Robyn Morley (Agency)

Year 11

Kirstie Fry  
Samaira Kauser  
Saroge Chauhan (VI)

### Objective of the policy

By following the policy we will ensure that:

- At the centre of all we do are the individual students and their family/ carers. We support and involve the student and their family/carers to support the learner and work together to ensure that they are safe, happy and making the progress that they should in school both socially and academically.
- All staff will take responsibility for the identification, teaching and inclusion of students with S.E.N.D as an integral part of raising standards, with an emphasis on personalisation, to meet individual needs. This will be guided through individual passports outlining needs and adaptations. Teaching and support staff are responsible for raising concerns or referrals through internal processes.
- In line with the whole school KLAS policy which combines high quality teaching with an ambitious knowledge rich curriculum, Teachers and support staff work together to scaffold the challenging curriculum so that all students can access it and make good progress.
- Where students require additional support their needs will be assessed through rigorous data analysis and specific assessment. They will receive support through in class TA work or through 1:1 or group intervention. Outside agencies will be consulted when necessary.
- All students will be identified through both partnership with parents and outside agencies in line with the S.E.N.D Code of Practice 2014.

- S.E.N.D students will be fully included in the educational and social life of the school and the development of their own learning.
- Students with S.E.N.D are recorded on the S.E.N.D register and this is updated when a new student is identified or if a student has made significant progress and therefore can be removed.
- Students with EHCPs have annual reviews and their provision is reviewed on a termly basis with outside agency and parental involvement where required.
- Allocation of support is reviewed each term and adapted where necessary.
- Where specific profound needs are identified specialist staff will be employed to ensure access to learning, growth of personal skills, and encourage social mobility.

### **Responsibility for the co-ordination of S.E.N.D provision**

- The governing body is responsible for ensuring the implementation and monitoring of the S.E.N.D policy.
- The Headteacher is responsible for the overall management of the policy and provision.
- The SENDCo is responsible for the co-ordination of the day-to-day management of provision for students with S.E.N.D and provides professional guidance in the area of S.E.N.D to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.
- The SENDCo is Michaela Child, who is also Assistant Headteacher and a member of the school's Senior Leadership Team overseen by Mike Roper. Contact details are: [michaelachild@allertongrange.com](mailto:michaelachild@allertongrange.com)
- Provision for students with S.E.N.D is a matter for the school as a whole. Every teacher is a teacher of S.E.N.D.
- In line with admission policies (2003) we aim to ensure equal opportunities for students with special education needs.

### **Responsibilities of the SENDCo, Assistant SENDCo and SEND Administrative Assistant (Sally Lostroh):**

- Strategic development of the S.E.N.D policy and provision for students.

- Operational activities of the S.E.N.D policy.
- Coordination of the provision for S.E.N.D students. This is informed by the research, including the Education Endowment Fund on Effective deployment of Teaching Assistants.
- Strategic deployment of the SEND budget and measuring the impact of this expenditure.
- Liaison with parents, professionals, the governing body and other stakeholders.
- Support of SEND students through their transition into high school or into higher/further education.
- Assessments for access arrangements and co-ordination of these around examinations.
- Ensuring records and documentation are up to date.
- Tracking student progress through the use of data, inclusion reports, behaviour records, attendance records
- Where concerns exist, providing screening and specific testing to identify specific areas of concern. These will then be addressed through intervention work.
- Working with staff and students to remove barriers to learning.
- Aspirational target setting.
- Personal and social development work adapted to need.
- Training of Teachers and TAs to ensure all needs are met in the classroom
- An annual review and audit of provision across the school
- Leading the team of teaching assistants ensuring they are provided with CPD opportunities to upskill and to guide them in planning and delivering well planned and appropriate interventions.
- Communication with the team and wider school to ensure all staff are aware of our students with SEND.

## **Provision for students with S.E.N.D**

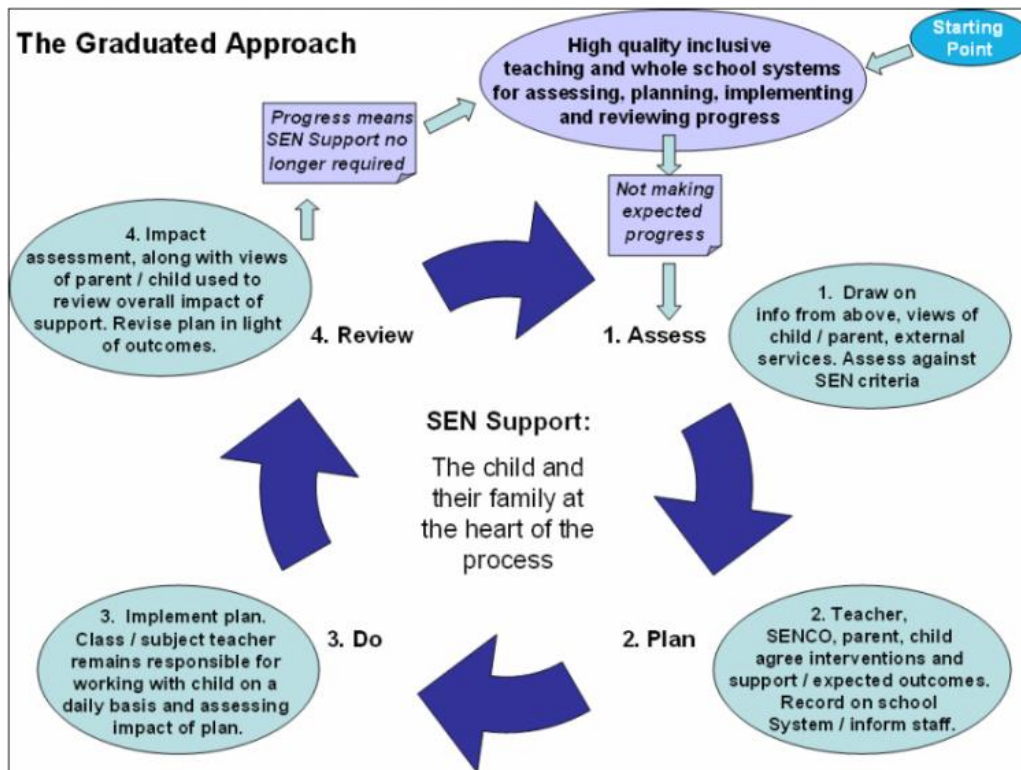
### **Facilities for disabled students**

- In line with the guidance in the Equalities Act 2010 and Autism Act 2011 the school will not treat disabled students less favourably and will make reasonable adjustments to ensure that disabled students have full access to school life and are not discriminated against.
- The school building and facilities were designed with disabilities in mind. Care suites, changing facilities and disabled toilets are available. Classrooms are adapted to reduce the impact of noise on students with hearing impairments.
- The SEND department operate the Hub space. This is used 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.

### **Allocation of resources for students with S.E.N.D**

- Support will be allocated according to need through the use of available funding from whole school S.E.N.D budget and Funding for Inclusion (FFI) to meet the needs of students.
- Resources for staff to access are currently located in the shared staff drive or within departmental provision for S.E.N.D. Knowledge organisers have been adapted in line with needs for specific students.
- Consultation around planning and resources is available on request from teachers or whole faculty areas.
- A weekly 'SEND bulletin' is sent to all staff to keep them up to date with any additions to passports for students, any processes or opportunities in the department.

**Referral process:** Identification, Assessment, Plan, Do and Review Process  
We use a variety of ways to identify SEND needs including screening and robust psychometric tests, consultation with outside professionals and parent/teacher/teaching assistant observations/ concerns.



- When a student is making good progress against outcomes over at least a full term, the student will be removed from the register and parents will be informed. Their progress will continue to be monitored to ensure needs are still being met.

## Access to Curriculum

- The curriculum for students with S.E.N.D is scaffolded and adapted according to needs, and access to a broad and balanced curriculum is supported by all staff.
- Bespoke interventions are provided where required in line with needs and recommendations from outside agencies where appropriate.
- 'Shadowing a student' and cognitive screening takes place as a result of concerns raised in order to identify internal and external barriers to learning and consistent teaching recommendations will be communicated through the SEND bulletin and individual student Passports.

## DEAF AND HEARING IMPAIRMENT TEAM (DAHIT)

Allerton Grange is the only secondary resourced school for Deaf and Hearing Impaired children in Leeds. Children with a severe or profound hearing loss from all over the city are able to access more support than could be offered in their local mainstream school. Many of the children are multilingual; using home language, English and British Sign Language (BSL) in their everyday life.



## **What does the service do?**

The DAHIT team are part of the broader Leeds Inclusion Service. The team here at AGS work with Deaf pupils to augment and facilitate communication in order to ensure full access to mainstream lessons and activities. We provide extra 'base' lessons where we pre/post teach vocabulary/language. We also provide audiological support.

## **Our main role is to:**

Facilitate communication between the teacher and the pupils.

Differentiate spoken language into BSL / SSE to enable deaf pupils to access the teaching and learning.

Support written and spoken language experiences within the classroom.

Work in a small group / 1: 2 :1 to consolidate learning within lessons.

Differentiate materials in readiness for the lesson (IF the planning is provided well ahead!)

Differentiate homework tasks / resources.

Reinforce/support learning.

Teach BSL up to level 3

It is well recognised that hearing is critical to speech and language development, communication, and learning. The earlier hearing loss occurs in a child's life, the more serious the effects on the child's development. There are three major ways in which hearing loss affects children:

1. It causes delay in the development of receptive and expressive communication skills (speech and language).
2. The language deficit causes learning problems that result in reduced academic achievement.
3. Communication difficulties often lead to social isolation and poor self-concept.

Subsequently, the gap in academic achievement between children with normal hearing and those with a hearing loss widens as they progress through school. The level of support offered to each child is therefore bespoke, it is based on the child's needs in relation to their Deafness, their stage of development and the knowledge and support that they have around them.

DAHIT is a team of highly specialist staff, including qualified Teachers of the Deaf Communication Support Workers and Deaf Instructors, who work to promote the

educational inclusion and achievement of children and young people with a diagnosed hearing loss. We conduct assessments and provide advice for Education Health and Care (EHC) Plans for children and young people aged 11 to 23.

### **Teacher of the Deaf (QToD)**

The role of a qualified (Q)ToD is to provide specialist input for Deaf and hearing impaired children enabling them to achieve the best possible educational and other outcomes. We plan, deliver and evaluate specialist teaching and provide support programmes for children. We assess and monitor the individual needs and progress of Deaf and hearing impaired children and provide reports and on-going advice as appropriate.

At Allerton Grange School (resourced provision) we also provide training and ongoing advice to the mainstream staff, other professionals and families. We work in partnership with mainstream staff to promote the maximum educational access, inclusion, development and progress of Deaf and hearing impaired learners. We promote the social and emotional welfare of children, including their independence, self-esteem and emotional resilience.

### **Deaf Instructor (DI)**

The role of a Deaf Instructor is to promote effective communication skills for Deaf and hearing impaired children, and to teach, develop and facilitate the use of BSL for Deaf children and monitor the progress of these learners. Deaf Instructors also provide additional teaching and support of mainstream curriculum material and concepts through the use of sign. They deliver and/or assist with the delivery of Deaf awareness training to mainstream colleagues.

### **Communication Support Workers (CSW)**

The role of a CSW is to facilitate access for Deaf learners through sign language; to provide communication support for staff, pupils and parents in a variety of situations and adapt materials and delivery of curriculum content.

### **Curriculum**

Deaf students predominantly follow the same curriculum as their hearing peers and are taught in mainstream for most of the curriculum, additional support is also given to all Deaf children in base. English is taught discretely within withdrawal, base lessons by a qualified Teacher of the Deaf. As many Deaf children learn English as a second language they need the time, pace, delivery and understanding of their specific learning styles to be delivered in bespoke sessions. Many Deaf students struggle with their literacy, as BSL has a different structure to English and no written form, so unlike other multilinguals their skills in their first language cannot be easily transferred into their second language.

The staff team is made up of different roles to facilitate this access

## **DAHIT staff 2022-23**

**Konnie Fenwick-Rasche – Lead Teacher of the Deaf (Secondary) QToD**

Henri Grumbridge - Teacher of the Deaf (Secondary) QToD

Sarah Scott - Teacher of the Deaf (Secondary) QToD

Sidra Ahmed - Deaf Instructor

Mohammed Basser – Deaf Instructor

Karen Hunt-Smith – Senior Deaf Instructor

Josie Jokomba - Communication Support Worker

Rebecka Best - Communication Support Worker

Kathy Burgess – Communication Support Worker

Naomi Todd – Communication Support Worker

Dwaine Reid – (signing) Teaching Assistant

The last GCSE cohort of Deaf pupils completed their GCSEs in 2021. The DAHIT Team operated in a bubble throughout the lockdown periods and taught the group face-to-face as far as possible. There was a considerable amount of personalised intervention work and an increased amount of pastoral care needed during this period.

60% of the cohort achieved GCSE grades in English, Maths and dual Science (80% achieving this in English). 40% achieved Entry level 3 grades in Maths and Asdan qualifications in Science. Photography and Product Design were the optional subjects chosen and students achieved 60% level 5 and 20% level 4. BTEC PE was also taken by one student with a Level 2 pass.

As lockdowns have been challenging for our deaf community, students were given the opportunity for a bridging Y12 in the resourced provision at AGS to give the opportunity to consolidate skills before moving on to a new provision.

The SENDCo, Assistant SENDCo and DAHIT lead meet monthly to monitor pupil provision; individual need, progress and welfare.

### **In service training**

- The school has a commitment to staff development in the area of S.E.N.D to ensure that both teachers and support staff effectively meet the needs of students.

- Regular meetings take place with the pastoral team and curriculum areas to support staff development.
- All SEND staff follow the coaching programme focusing on developing teaching strategies that can be deployed to support students.
- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- The Governor with specific responsibility for SEND, **Joanne Travis**, has completed the SEND Governor training.
- The SENDCo, Michaela Child, has completed Leeds City Council's New SENCo training and the CPT3a qualification (which allows her to conduct psychometric testing, including assessing for GCSE and A Level Access Arrangements) She is currently studying for the National Special Educational Needs Coordination qualification.
- Annual training around access arrangements for all teaching assistants and invigilators.

Training needs are identified:

- By staff during appraisal reviews when targets are set
- By shadowing a student and parent/outside agency consultations where any barriers to learning and ways to overcome these are identified. These are then communicated with staff through pupil passports and staff are alerted to additions through weekly SEND bulletin and regular training opportunities e.g. specific training on ADHD offered to all staff.
- Via SEND **and curriculum** reviews conducted by members of the leadership team and governors
- Through monitoring and quality assurance activities (shadowing a student, work scrutiny, student voice, curriculum reviews).

**Recent training in the SEND team:**

- JCQ access arrangement training for all TAs and lead invigilators
- Coaching on 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 and Level 2 Courses

- Literacy and dyslexia
- DCD intervention
- Lego Therapy
- Social stories
- Self regulation
- Speech and language/ Occupational therapy exercises
- Sensory circuits
- Numicon

**Interventions in core offer at AGS for SEND students:**

Our primary aim is to support our students to become increasingly independent; we give them the tools they need to access and thrive in the world around them.

- **CogMed (for working memory)**
- **Working memory and processing**
- **Social stories**
- **Lexonik and Lexonik Leap**
- **Boosting Reading @ Secondary**
- **Active Literacy**
- **Complete Comprehension**
- **Speech and Language exercises**
- **Handwriting intervention**
- **Fine/gross motor skills**
- **Self-esteem and emotional self-regulation**
- **Pre/post teaching**
- **Homework club**
- **Numicon**
- **Words Matter**
- **Social group work**
- **Anger/anxiety gremlin**
- **Sensory sessions**

Where necessary we support in lessons but our aim of aspirational inclusion is met with our goal to allow all students to gain the skills necessary through early intervention to access lessons independently with the correct teaching strategies in place to support them. Passports are in place for all SEND students who need specific strategies to ensure all staff are aware of their needs / EHCP outcomes. The passports are live documents and are regularly updated

**Working in partnership with parents/carers**

- The school views parents and carers as experts where their children are concerned and encourages working in partnership wherever possible.
- Transition meetings will be offered to all parents who have children with significant SEND in the summer term of Year 6. This will enable a passport to be drawn up, in conjunction with information from primary schools and

professional specialists, to ensure that needs are catered for from the very first day.

- Parents will be involved in any decisions to involve specialists at Allerton Grange and are invited to contact the SENDCo for support whenever they feel they need to.
- SEND surgery is operational every Monday from 3pm to 4.30pm. The SENDCo is available in person or to take phone calls to resolve any issues that may have arisen.
- A SEND parent focus group meets twice a year to discuss SEND provision and share their opinions on future developments.
- We will share opportunities that arise with our parents. These may be training sessions for parents, or events that may interest their son/daughter. We will also draw attention to available support outside school. e.g. Leeds S.E.N.D Information Advice Support Service.

### **Student voice**

- Student voice is conducted through reviews with students after intervention work and regular passport review meetings. We value their opinion and, of course, see them as at the centre to everything we do.

### **Transition between schools and colleges**

- We have very strong links with our feeder schools to ensure a smooth transition for students with special educational needs and disabilities. It is essential that this transition is well-managed to ensure that our students begin their life at Allerton Grange successfully or move on smoothly to their next destination.

Arrangements include:

- Visits to primary schools to meet SEND students, their teachers and the primary school SENDCo.
- Ambassador days – additional opportunities for vulnerable students and staff from feeder schools to visit Allerton Grange School and work with key staff.
- Transition Days for all Year 6 students with high levels of TA support for SEND students.
- A dedicated KS3 Transition Coordinator.
- Year 6 Parents' Evening.
- Summer term Y6 meetings with parents of high needs students.

### **KS3 to KS4**

- Guidance and support is offered to students and parents during the important options process in Year 9.
- The SENDCo, curriculum leaders and Inclusion Team for Year 9 share information and discuss appropriate options for students with a variety of strengths and abilities.

- Teaching Assistants will work with students to explore options during form time.
- Careers advice session for students with EHCPs.

### **KS4 to post 16**

- Liaison with local colleges to discuss future placements and chaperoned visits for students.
- A careers advisor comes into school to allow students to be fully aware of their options.
- Life skills unit of work and travel training where relevant.

### **Published information 'The Leeds Local Offer'**

All councils must publish a Local Offer that:

- Ensures families can access clear information about all services for those aged 0-25 with SEN and disabilities.
- Explains what families are entitled to and can expect from services.
- Gathers feedback from people who use services.
- Uses feedback to support service development.
- The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. Users will be able to search headings that reflect the 'journey of the child' from birth to 25 years, such as 'Early Years', 'Going to School or College' and 'Living Independently'.

Follow this link to the Leeds Local Offer <http://leedslocaloffer.org.uk/>

### **Links with other agencies and voluntary organisations**

- The school will consider involving specialists where a student continues to make less than expected progress against their outcomes despite evidence-based support and interventions.
- The school has access to a full range of Support Services. See appendix1

### **Complaints procedure**

- Parents should discuss initial concerns with the relevant member of staff; form tutor, Head of Year, subject teacher or the SENDCo and a plan of action will be agreed. The complaints procedure is outlined on the school website if parents remain unhappy with the situation  
[Model policy for managing serial and unreasonable complaints \(allertongrange.com\)](http://allertongrange.com)

### **Summary**

It is the school's aim to remove barriers to learning for young people and to place the student and their parents/carers at the centre of all we do. Implementation of this policy will support the effective inclusion of children with S.E.N.D through raising achievement and enabling participation in the full life of the school.

**We believe that all students deserve to have high aspirations and to achieve them. All we do is with their and parent's wishes in mind and we strive to overcome barriers as a team in order that every student achieves the outcomes they should and have the skills necessary to be as independent as possible.**



## **Appendices**

Appendix 1- External Agencies and useful contacts.

Appendix 2- Referral process

## **Appendix 1- External Agencies and useful contacts**

*Educational Psychology, Complex Needs Service*, Adams Court, Kildare Terrace, Leeds LS12 1DB. 01133951176

*SENSAP*, Children's Services, Adam's Court, Kildare Terrace, Whitehall Road, LS12 1DB. 0113 3951030

*Speech & Language Therapy*. 2nd Floor the Reginald Centre, 263 Chapel town Road, LS7 3EX. 0113 8433350

*STARs Autism Outreach*, NW SILC, Tongue Lane, LS6 4QE. 0113 3368270

*The Market Place* 8-18 New Market St (Vicar Lane).  
admin@themarketplace.org.uk or www.themarketplaceleeds.org.uk.  
0113 2461659

*Visually Impaired Team*. Adam's Court, Kildare Terrace, Whitehall Road, LS12 1DB. 0113 3951085

*Social Services Call Centre*. Young People 0113 2224403

*Occupational Therapy*. Room 20, Admin Block, St Mary's Hospital Greenhill Rd. LS12 3QE. 0113 3055149

*Independent Travel*. Floor 10 West Merrion House, 110 Merrion Centre, LS2 8DT. 0113 3950696

*Deaf and hearing impairment team (DAHIT)*. Leeds Inclusion Service, Adam's Court, Kildare Terrace, Leeds, LS12 1DB. 0113 3950556

*Special Educational Needs and Inclusion Team* Whitehall Road. **Leeds**. LS12 1DB. Tel: 0113 3785431

*NDCS* <http://www.ndcs.org.uk>

*Leeds Local Offer Services for SEND* - [leedslocaloffer.org.uk](http://leedslocaloffer.org.uk)

*Deaf Child and Adolescent Mental Health Service (Deaf CAMHS)* Lime trees, 31 Shipton Road, York, YO30 5RE Tel: 01904 294231

*SOLACE (support to asylum seekers and refugees.)* Tel: 0113 487 8360. M: 07899 304 905. Email: [info@solace-uk.org.uk](mailto:info@solace-uk.org.uk)

## Appendix – 2 Referral process

Wave:	Who?	Details:
1	All teachers	<ul style="list-style-type: none"> <li>• QFT provided as a global offer and statutory right of the learners in school.</li> <li>• Expected for at least 1 A-P-D-R cycle to take place with evidence of QFT and appropriate scaffolding to take place.</li> <li>• Advice can be sought for particular pupils and incidents through the Graduated Approach Systems in place in school through Concern and referral forms. SENDCO will respond with a combination of teaching and learning strategies, pupil centred learning walks, student voice, Lucid screening and then updating pupil passports and informing through the SEND bulletin for all staff to access. Concerns may also arise through SEND surgery and parent emails and will follow the same system.</li> <li>• PASSPORT adaptations and support should be evident throughout this stage.</li> </ul>
2a	All teachers  Progress and Welfare	<ul style="list-style-type: none"> <li>• If a student is not accessing the curriculum, the department area will need to further adapt the support given to the student. One option is they should be included in extra support from the faculty and this should be evidence based and tracked for impact. This should complement new strategies being tried through the passport recommendations.</li> <li>• During this process if any incidents occur that have not been highlighted to the SEND team such as new difficulties being noted or significant SEMH concerns send a concern or referral form.</li> <li>• If at the end of an A-P-D-R cycle there is still no progress send a concern or referral form. Round robins may be sent out at the end of a cycle – a reply to this would replace the need to send the concern form.</li> <li>• Progress and Welfare will provide interventions and reasonable adjustments in consultation with MCH/JDE and continue to work closely to monitor impact. At agreed trigger points and after evidence based interventions P &amp; W will inform the SENDCO through meetings and concern and referral forms.</li> </ul>
Wave 2b	The SEND team – student will be entered onto the SEND register.	<ul style="list-style-type: none"> <li>• All curriculum area/ progress and welfare interventions tried and history of concern and/or referral will be reviewed in conjunction with data analysis.</li> </ul> <p>Appropriate actions will be decided depending on the student's individual needs but they will include:</p> <ul style="list-style-type: none"> <li>• Lucid testing. Students will be screened to see if there is an underlying area of cognitive difficulty. Results and teaching strategies will be sent out via passports and the SEND bulletin. Results and action plans will be shared with parents.</li> <li>• Psychometric testing. Where significant difficulties are identified, more in-depth testing will be conducted to identify</li> </ul>

		<p>specific, detailed need. Results and action plans will be shared with parents. Teachers will also be informed through passports and the SEND bulletin.</p> <ul style="list-style-type: none"> <li>• Intervention work by the SEND team: Group or 1:1 sessions will be delivered for a period of 6-8 weeks on a specific identified need. This will either be delivered in form time, or through a short-term withdrawal from a segment of a lesson. Strategies will be taught and students supported in how to use them independently.</li> <li>• Mentoring sessions around a specific area of identified need.</li> <li>• If students are on the autism spectrum or have dyslexia, they will be on the active caseload of our Lead Autism Practitioner or our dyslexia lead. They will receive specialist work that aligns with their specific need.</li> <li>• In special cases (extreme need or where specified on an EHCP) and only where rigorous evidence of unsuccessful QFT and unsuccessful A- P- D- R cycles have been in place - in class support will be provided in subject areas where students are not making progress. The TA will work with the student to get learning back on track and reinforce learning strategies that support the student to progress again. TA support will then be reduced.</li> <li>• Rigorous records will be kept at this stage and impact tracked through specialised and whole school data as well as qualitative data.</li> <li>• Round robins, TA records and student voice are all used to track impact at this stage. Please send a cause for concern form if there are any new developments.</li> </ul> <p><b><u>2 terms of A- P- D- R</u></b></p> <ul style="list-style-type: none"> <li>• If progress is made, monitor closely for 1 more A – P – D – R cycle. Student to remain on the SEND register for one more term with less intensive monitoring. If all is well, they can be removed from the register as no further input is needed.</li> <li>• If a student makes no progress or the situation worsens, all the evidence will be collated to take appropriate action and refer to wave 3.</li> </ul>
Wave 3	All outside agencies.	<p>External agencies will be allocated to work with the student and make recommendations for next steps. Recommendations will be communicated through passports and the SEND bulletin in school. Parents will receive a copy of all reports.</p> <p>An action plan will be drawn together and shared through Class Charts to ensure high levels of consistency. Progress will be monitored through student observations, student voice and staff voice.</p> <p>At this stage, it may be helpful to apply for an Education Health Care Plan. We will contact parents to discuss this.</p>

		Staff should continue to send concern forms so we are aware if progress is still not occurring in your lessons.
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