



Allerton Grange School

SEND Policy

Designated Lead: Jessica Foster, SENDCo

Reviewed November 2020

Review cycle: 1 year

Next review: November 2021



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, Jessica Foster alongside the Assistant SENDco Jane Dempster.

Basic information about the school's S.E.N.D provision

Our Team

SENDCo – Jessica Foster

Assistant SENDco – Jane Dempster

SEND Administrative support – Alisha Effendi

DAHIT team (see DAHIT section)

VI team Link: Claire Edgington

VI specialist HLTA – Mr Barnes

Specialist TA (Braille) – Kate Ludlow

TAs

Miss Ali

Ms Ashaka

Mrs High

Ms Jokomba (DAHIT)

Mrs Kauser (Maternity Leave)

Mrs Lostroh

Miss Mansseh

Mrs Merritt

Mr Morawiecki- Watkins

Mrs Neilson

Mr Rands

Ms Robinson

Miss Sorkin

Miss Stecko

Agency employed TAs

Mrs Chauhan
Mr Hutchinson

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 in all that we do 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. Teaching and support staff are responsible for raising concerns or referrals through the process now in place in school.
- In line with the whole school policy which puts Quality First Teaching at the centre of teaching and learning, Teachers and support staff work together to adapt and differentiate the challenging curriculum with rigorous systems of record keeping to ensure dedicated time is taken in lessons to track the progress of our students and that they are able to access the curriculum.
- 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/ 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 on each data entry as per the school calendar and adapted where necessary.
- Where specific profound needs are identified specialist staff will be employed to ensure access to learning 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 Mrs Jessica Foster and the member of SLT linked to S.E.N.D is Michaela Child, Contact details for them are:
jessicafoster@allertongrange.com. 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 (Alisha Effendi):

- 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 from the Education Endowment Fund on Effective deployment of TAs.
- Deployment of the budget and measuring the impact of this.
- Liaison with parents and other stakeholders.
- Support of SEND students through their transition into high school or higher education.
- Coordination of access arrangements.
- Being up to date with S.E.N.D provision.
- Making sure that records and documentation are up to date.

- Tracking student progress through the use of half termly data, inclusion reports and specific testing.
- Inclusive progress- removing barriers to learning.
- Aspirational target setting.
- Personal and social development.
- Training of Teachers to ensure Quality First Teaching.
- 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.
- Attendance at Senior Leadership meetings and reporting on SEND progress.

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 are not discriminated against. Allerton Grange School is accessible to children with a range of disabilities.

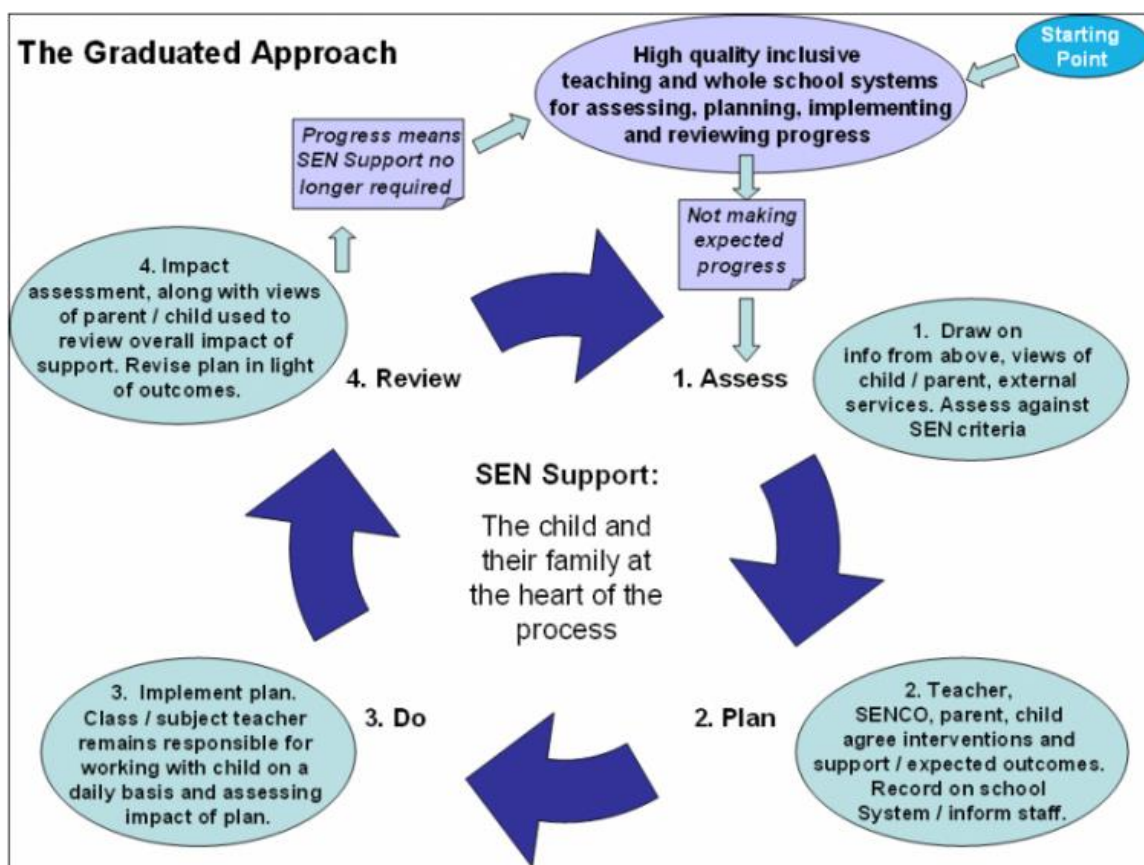
Allocation of resources for students with S.E.N.D

- Support will be allocated 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 recognised and robust tests where appropriate, 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' takes place as a result of concerns raised in order to identify internal and external barriers to learning and Quality first teaching tips to be communicated through the SEND bulletin and 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 2019 -2020

Kim Davis – Lead Teacher of the Deaf (Secondary) QToD

Henri Grumbridge – Qualified Teacher of the Deaf (QToD)

Sarah Scott - Qualified Teacher of the Deaf (QToD)

Sidra Ahmed - Deaf Instructor

Mohammed Basser – Deaf Instructor

Karen Hunt-Smith – Senior Deaf Instructor

Sam Barker - Communication Support Worker

Rebecka Best - Communication Support Worker

Kathy Burgess – Communication Support Worker

Anna Sutcliffe – Communication Support Worker / trainee Teacher of the Deaf

Naomi Todd – Communication Support Worker

Josie Jokomba – (signing) teaching Assistant

The last GCSE cohort of Deaf pupils completed their GCSEs in 2017. The results were the strongest ever to be achieved by Deaf pupils at AGS. All DAHIT pupils transitioned on to their first choice post 16 course; some at college, some staying on here at AGS and one pupils undertaking the pilot year Level 2 qualification in sport at Farsley Football Academy!

The team undertook 1283 hours on intensive, individualised intervention over that academic year. This commitment was reflected in the amazing GCSE results below:

100% of DAHIT pupils made expected or above expected progress in maths against KS2 starting points.

78% of DAHIT pupils made expected or above expected progress in English against KS2 starting points.

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 representatives from the Inclusion Team and curriculum areas to support staff development.
- 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, Cat Wilkinson, has completed the SEND Governor training.
- The SENDCo, Jessica Foster, has completed Leeds City Council's New SENCo training and has passed the National Special Educational Needs Coordination qualification with Merit.
- . Training needs are identified:
 - By staff during appraisal reviews when targets are set, from requests by TAs.
 - 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.

- Via audits conducted by the Staff Development Leader, Hadi Alnassiri
- Through monitoring and quality assurance activities (shadowing a student, work scrutiny, student voice, curriculum reviews).

Training so far for our Team

- EEF research evidence to justify changes
- In class support documents and scenarios
- questioning
- prompting
- Modelling and scaffolding/ Marking.
- OT delivered training on sensory and memory difficulties.
- Memory intervention training
- Boosting reading at Secondary School
- 3 members of staff are now qualified to deliver 'Lexonik Leap' (particularly helpful for EAL and Low on entry for literacy students).
- 1 member of staff is qualified to deliver 'Lexonik Core' (particularly helpful for students with Dyslexia).
- TAs attend relevant training for all staff.
- Autism Specialist
- Social stories
- Basic Applied Behaviour analysis
- Self regulation
- Speech and language/ Occupational therapy exercises
- Lego therapy
- Sensory circuits
- DCD intervention
- Numicon
- Safe Handling
- Dyslexia

*****COVID 2020 impact***** Due to government guidelines and Health and safety of students and staff we have had to assign Teaching Assistants to bubbles. This does impact on our ability to vary support and deliver interventions. We are currently working on, very gradually and safely, introducing some TAs crossing bubbles in order to provide more support and targeted interventions.

Interventions in core offer at AGS for SEND students:

- **Workshark**
- **Working memory and processing**
- **Social stories**
- **Lexonik Leap**
- **Sound training**
- **Speech and Language**
- **Self esteem and self regulation**
- **Complete Comprehension**
- **Fine/gross motor skills**
- **Pre/post teaching**
- **Homework club**
- **Numicon**
- **Words matter**
- **Basic Applied Behaviour Analysis**

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 Quality First Teaching methods in place. Passports are in place for students who need specific strategies to ensure all staff are aware of their needs / EHCP outcomes.

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. Parents will be involved in any decisions to involve specialists and are invited to contact the SENDco for support whenever they feel they need to.
- We will 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 and 'Getting to know you meetings' – We value their opinion and of course see them as at the centre to everything we do.

Transition between schools and colleges

- We foster strong links with feeder schools to ensure a smooth transition for students with special educational needs and disabilities.

Arrangements include:

- Visits to partner schools to meet vulnerable students, their teachers and SENDCo.
- Ambassador days when vulnerable students and staff from feeder schools visit Allerton Grange School.
- A dedicated KS3 Transition Coordinator.
- Year 6 Parents' Evening.
- Induction/ taster days.
- Parental visits / meetings.

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.

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.

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. Only when the situation has not been resolved to their satisfaction should they contact Mr Roper (Head teacher).

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

SENDSAP, 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

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

Appendix – 2 Referral process

Wave:	Who?	Details:
1	All teachers	<ul style="list-style-type: none"> • QFT provided as a global offer and statutory right of the learners in school. • Expected for at least 1 A-P-D-R cycle to take place with evidence of QFT and differentiation to take place. • Advice can be sought for particular pupils and incidents through the Graduated Approach Systems in place in school : Concern and referral forms. SENDCO (Jfo) will respond with QFT tips, Pupil centred learning walks and strategies to support you updated pupil passports and informing through the SEND bulletin for all staff to access. • SEND surgeries will be launched to aid this process in term 2 but beware...you will still be asked to document the concern for our records to contribute to the graduated approach and evidence. • PASSPORT awareness should be evident at all times at this stage.
2a	All teachers Behaviour and Welfare	<ul style="list-style-type: none"> • Period 6s are now school a school expectation so if a student is performing below that of their peers on 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 in QFT. • 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. • If at the end of an A-P-D-R cycle still no progress send a concern or referral form. • Behaviour and Welfare will provide interventions and reasonable adjustments in consultation with Jfo and continue to work closely to monitor impact. At agreed trigger points and after evidence based interventions B & W will inform the SENDCO (Jfo) through meetings and concern and referral forms.
Wave 2b	The SEND team – student will be entered onto the SEND register.	<ul style="list-style-type: none"> • All curriculum area/ behaviour and welfare interventions tried and history of concern and/or referral will be reviewed in conjunction with data analysis. <p>Appropriate actions will be decided:</p> <ul style="list-style-type: none"> • Testing , Intervention: Group or 1:1 (preventative in ks3 so permission from SLT has been given to withdraw from lessons for short snappy periods, Ks4 wherever possible will be form time, gained time through personalised timetable and in future possibly period 6), Mentoring • In special cases (extreme need/ EHCP stipulations) and only where rigorous evidence of QFT and the A- P- D- R cycles have been in place - in class support will be provided. • Rigorous records will be kept at this stage and impact tracked through specialised and whole school data as well as qualitative data. • Concern forms should still be filled out throughout this time. We still need to track what is happening around school/ in interventions. <p><u>1 or 2 terms of A- P- D- R</u></p> <ul style="list-style-type: none"> • Progress? Consider removing and monitor for 1 more A – P – D – R cycle before removing completely. • No progress? All the evidence will be collated to take appropriate action and refer to wave 3.
Wave 3	All outside agencies.	Continue to send concern forms so we are aware if progress is still not occurring in your lessons.