

Annual SEND Report for Governors

School:	Allerton Grange School
SENCO:	Michaela Child
Date of report:	24 March 2022
SEN Governor:	Barbara Trayer (interim)

SEND profile for last 12 months

- Total number of students on roll at Allerton Grange 1647
- 186 students on SEND Register
 - K – 159 students 9.7% of school population (2021 national average 12.2%)
 - E (EHCP) – 29 students 1.7% of the school population (2021 national average 3.7%)
- SEND students make up 11.4% of the school population (2021 national average 15.9%)

Year Group	Female	Male	Pupil Premium
Year 7	13	27	4
Year 8	15	19	2
Year 9	16	20	13
Year 10	14	24	5
Year 11	14	12	11
Year 12	3	5	0
Year 13	3	1	0
Totals:	78	108	35

SEND Type	Female	Male	Pupil Premium
ADHD	2	2	0
Autism	7	16	2
Dyslexia	9	4	2
Dyspraxia	1	0	0
Hearing Impairment	8	8	5
Medical	0	2	0
Moderate Learning Difficulty	12	25	7
Physical Disability	3	1	1
SEMH	14	17	7
Speech and Language Difficulty	10	17	5
Visual Impairment	3	4	1

The number of EHCPs is changing as we apply for more of these for our most vulnerable learners. In the past 12 months we have succeeded with 7 new EHCPs and currently have 6 applications which have either just been submitted or are about to be submitted. Two have been refused, but with additional cluster evidence we believe one will also be successful; the other is in a position where needs are currently being met in school. An additional 5 EHCP applications are intended by the end of this 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.

The SEND review in January 2022 focused on the quality of classroom teaching and accessibility for students with SEND. Just over two thirds of students observed had their passport adaptations made for them in the classroom and their student voice supported that they were learning well and making progress in these areas. Quality of provision in some areas, such as Art, was exceptional; lessons were constructed with accessibility at their core and all learning needs were catered for. However, this was not a consistent picture; some staff were not using the passport information and barriers were evident in the classroom – for example, a student with VI who needed enlarged text did not have this provided. This information has been fed back to curriculum leaders and is being addressed as a high priority. Whole school SEND training will occur in September 2022 and a calendar of specific SEND CPD has been drawn up.

SEND has experienced a change in Leadership in the last year and has gained both direction and momentum; the team are highly motivated in their support of the students and SEND is now operating collaboratively with other parts of the school. 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 the coaching in 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 more effective in their work with SEND students.

Assessment tools are now used early to identify 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. Access Arrangements and psychometric testing can also now be carried out in house; informal access arrangements are in place from Year 7 with JCQ approved access arrangements from the end of Year 9. This ensures that students are fully supported and assessments are carried out in a supportive and equitable way.

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.

Achievement of pupils with SEND

No national test or exam data has been published for 2020 or 2021. 2019 is the last non-covid exam year, so 2021 figures have been compared with this. 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 students attained 1-3 grades in both or a grade 4 in either English or Maths, which are achievements well worth celebrating.

	2019 (All)	2019 National (All)	2019 (SEND K)	2019 (SEND E)	2019 National SEND (all types)	2021 (All)	2021 National (All)	2021 (SEND K)	2021 (SEND E)	2021 National SEND (All types)
Attainment 8	42	46.7	30	3	27.6	48	50.9	28	13	31.1
Strong Pass in Eng/Ma	31.7%	43.2%	11.5%	0%	13.8%	42.2%	51.9	12.5%	0%	18.3%
Grade 4-9 in Eng/Ma	58.8%		38.5%	0%		65.8%		25%	0%	
EBacc APS	4.04	4.07	2.81	0.17	2.24	4.56	4.45	2.43	0.95	2.53

Nationally, comparing 2018/19 exam data with 2020/21 TAG data, the gaps in attainment between SEN and non-SEN pupils have widened in all regards in the measures above. Over the last three years pupils with SEN have had significantly lower attainment than pupils without SEN across all the headline measures.

This pattern is also true at Allerton Grange; there is a significant gap in outcomes between SEND students, their peers and national averages. This is particularly true in the case of SEND E students. This is one of our focus areas at present and going forwards as this gap must narrow; there are a range of cognitive intervention programmes in place; we are working hard on accessibility in all lessons across all year groups and embedding knowledge in long term memory.

Nationally, SEND entries to EBacc has declined:

EBacc at KS4

2019:

National EBacc entry in 2019 was 40%. National SEND Ebacc entry was 13.5%
AGS EBacc entry for all cohorts was 75.8% and 53.8% 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

This has been addressed and the current Y11 cohort are 90.3% all students and 76.2% (SEND K) with 20% (SEND E) and we will continue to grow this more ambitious and equitable provision from here.

Behaviour

Behaviour is also monitored across all year groups 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. This is having impact as can be seen (in the table below) in the low quantity of repeat offenders we have on our caseload. This means that students are in lessons and engaging with their learning.

Behaviour Data Sept 21 to March 22	Whole School Detention	Isolation	Exclusion	Off site for behaviour (current)	Persistent offenders (more than 1 per term)
Year 7	15	7	1	0	0 at any level
Year 8	28	15	7	1	0 WSD/iso 2 exclusion
Year 9	26	4	5	0	0 WSD/iso 1 exclusion
Year 10	33	16	6	0	0 at any level
Year 11	21	10	6	2	0 WSD/iso 1 exclusion
Years 12 and 13	0	1	0	0	0 at any level

SEND destination figures August 2021:

Year 13:

2 SEND K students. Figures are too small to draw meaningful conclusions.

50% gap year with university place secured

50% L3 course at Leeds City College (BTEC in animation)

Year 11

	Number	Destinations
Total cohort	263	103 x AGS sixth form 61 x other sixth 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
EHCP students (including DAHIT)	7 (5 DAHIT)	2 x Leeds City College L1 diploma 1 x Vine Education Centre 4 x AGS 6 th form (transitional year)
SEND K students	32	4 x AGS 6 th form 4 x other sixth forms 1 x apprenticeship 7 x Leeds City College L1 8x 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

Policy was reviewed in March 2022. Minor changes were made to reflect structural and 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. 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

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 Assess-Plan-Do-Review cycle and feed into EHCP applications and/or reviews where appropriate.

Attendance

The huge variations in the years has made yearly comparisons almost meaningless so we are using the weekly DfE released figures of total attendance and attendance for vulnerable (SEN students with an EHCP) as the most accurate and meaningful yardstick with which to monitor our progress. MCH/JDE meet regularly with NHA

We have a small number of students whose anxiety has increased massively as a result of lockdowns and their diagnosed conditions and they have been unable to attend school due to this. This persistent absence has impacted on SEND data. Medical Needs Teaching service (MNTS) are supporting 3 SEND students and 1 more is in the process of referral. One sixth former is accessing A Levels through Nisai, which is entirely online learning.

**AGS ATTENDANCE FIGURES HALF TERM 3 2021/22
COMPARISON 2021/22 2019/20**

Group (numbers in cohort)	21/22 HT3	20/21 HT3 No figures due to national lockdown	19/20 HT3	DfE figures for pupils attending secondary school 10 February 2022
Years 7 – 11 (1415)	92.59	-	94.9	87.3
SEN E (25)	89.19	-	89.9*	82
SEN K (152)	90.59	-	92.0	-

Whilst both SEND figures are below the school figure, both are above the DfE national figures for students attending school. And comparing like for like with SEN E, we are faring significantly better than the national picture. SEND attendance will be a continuing piece of work, and we are involved with an Educational Psychology piece of work in April 2022 on attendance with some persistent SEND absentees.

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 £117,440 for 21 high needs students (190 units). We are waiting for confirmation of funding levels for an additional 3 students (anticipated 40 units). £30,000 income for the DAHIT provision is also received. At present, this totals to £697,001.

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

Total expenditure: £697,000

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

Staffing for SEND

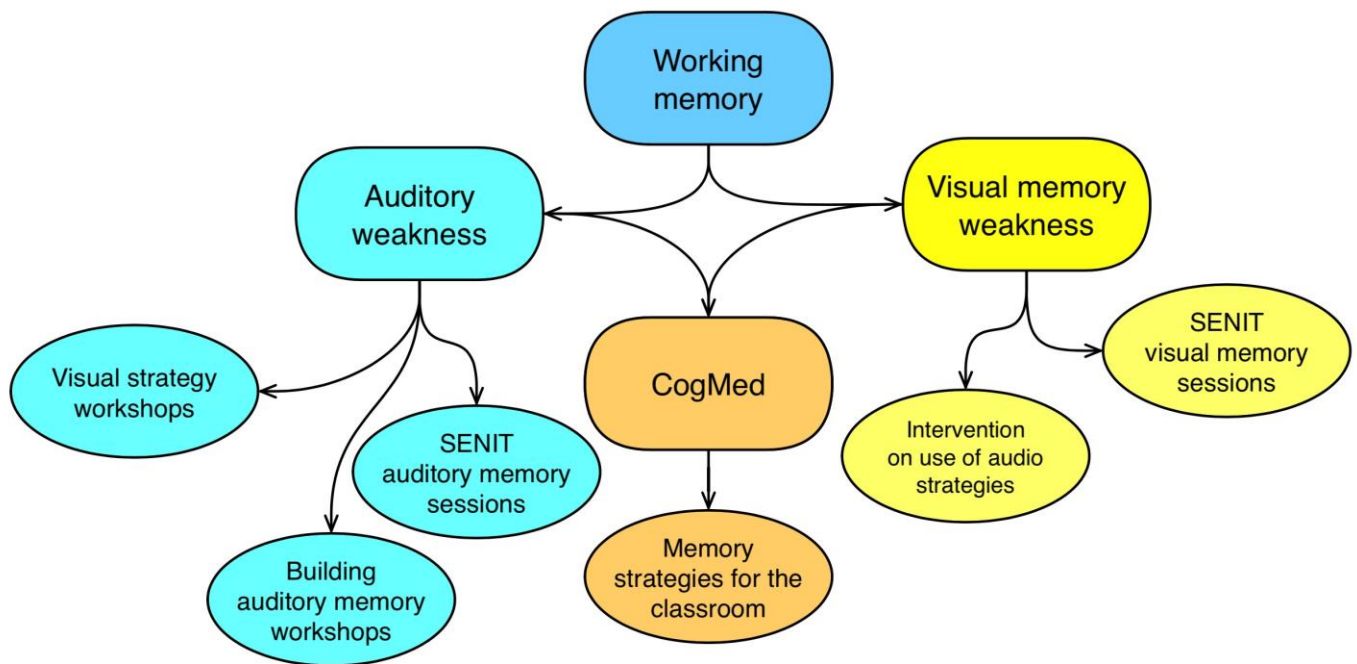
- Michaela Child (AHT/SENDSCO) leads on provision in this area. She has completed the Certificate in Psychometric Testing, Assessment and Access Arrangement course (CPT3a) in January 2022 and is currently undertaking the NASENCO qualification (anticipated completion date March 2023).
- Jane Dempster 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)
- Alisha Effendi provides our admin support (0.6 FTE)
- 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

We have another 14 teaching assistants (2 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.

- Henri Grumbridge (0.8 FTE) and Sarah Scott (0.8 FTE) lead the DAHIT resourced provision due to the promotion of Kim Davies to City Lead. Both are 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 has altered this academic year and is now driven by identified need through internal assessments (tests, observations, reviewing with students/parents) or from recommendations that have come from professional involvement. 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 have completed training in the relevant area.

Type of need	Intervention programmes being delivered this year	Delivered by	Number of students Sept 21 to Feb 22	Impact
Communication and interaction (Speech and Language difficulties and/or Autism)	<ul style="list-style-type: none"> • Social stories • Social communication group work • Lego Therapy • Talking mats • Cartoon conversations • Anger/anxiety gremlin • Black Sheep Press communication programmes • Mentoring • Individualised work depending on need (e.g. personal care) 	Autism lead practitioner, Autism L2 qualified TA, and other experienced TAs. Year teams do some mentoring work.	21 (some have had multiple interventions in this section)	Assessed through student and TA voice. 85.7% felt like the interventions had helped them and could do more or understand more than they could at the start of the intervention
Cognition and Learning	<ul style="list-style-type: none"> • Cogmed • Visual strategy workshops • SENIT visual memory intervention • Classroom memory strategies sessions • SENIT auditory memory strategies • Auditory memory workshops • Numicon 	Rachel High (HLTA) leads on literacy-based interventions. Teaching assistant team deliver.	83 students (some have done more than one in this area)	Assessed through a combination of test results and progress data, or student/staff feedback. 93.9% of students had progressed in what they could do or felt like they knew how to remember more. CogMed and literacy

	<ul style="list-style-type: none"> • Pre and post teach English, Maths and Science • Speed phonics • Active Literacy Programme (SENIT) • Ruth Miskin • Lexonik Leap • Lexonik • Boosting Reading @ Secondary • Complete Comprehension • Words Matter • Vocab builder 			interventions are particularly effective.
SEMH	<ul style="list-style-type: none"> • Anger/anxiety gremlin • Zones of Regulation • 5 Point Scale • Mentoring • Sensory circuits 	TA team	9 (some students have had more than one provision in this area)	Monitored through staff/student feedback 66.6% students felt that these interventions gave them strategies that work for them. The others have been referred on for cluster support.
Sensory and physical needs	<ul style="list-style-type: none"> • Standing breaks • Physiotherapy exercises • Personal care • Sensory audits and adaptations • Sensory equipment • Movement breaks • Speed typing • Handwriting intervention 	TA team (training has been delivered for physical handling and physiotherapy work)	19 (some students have had more than one provision in this area)	Measured through observations to ensure that needs are met and adaptations are working.
DAHIT interventions	<ul style="list-style-type: none"> • English/literacy • BSL • Pre and post teach Maths • Pre and post teach Science • Speech and language • Practical language input with DI • Life Skills • Homework support • Mentoring • PSHE deaf-related 	QTOD, DI and CSWs	All DAHIT students (11)	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.

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 excellent value for money. Over two terms, 76% of students on the SEND register have engaged with some form of relevant intervention.

CPD for SEND 2021-22

- 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 and Lexonik Leap 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 programmes
- Occupational therapy exercises
- Sensory circuits
- Numicon

The impact of CPD is that our TA team are becoming increasingly skilled and knowledgeable over time. This helps us to meet needs more precisely. The CPD is focused around areas of increasing need in the school, for example, we 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.

The teaching walkthru' strategies is a new CPD initiative this year, reflecting the Growing Great Teachers programme. This allows TAs to develop a range of teaching strategies so that one to one support leads to growing independence in the classroom. This is still in its early stages but is exciting in terms of the impact it could have to help students develop.

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. 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.

We also sought the opportunity to gain student voice as part of the SEND review in January. We spoke to 14 students of varying SEND needs across all year groups having also looked at their provision in their wave 1 teaching in class.

- 100% of students working with their TAs in class found the support very useful and said they helped them to access the learning and remember more. 1 student commented that he would like some more independence when he has understood the work. All of these students had good relationships with the TA team and felt confident in asking for support.
- Around two-thirds of lessons had relevant passport adaptations made for the students. In these lessons, students were engaged in their learning, said they were making progress and felt well supported. Students commented positively about their seating placements, resources that were adapted for them, they liked repetition of key facts in the classroom, and they felt supported that teachers would re-explain things if they had not understood the first time. One student said she particularly liked Art as the instructions were all written down with clear visuals, so she could work things out for herself when she got stuck.

- Around a third of lessons observed were not as supportive and students were clear that they felt more frustrated in these areas. Sometimes the issue was accessibility (e.g. students need a larger font size but were given the standard ones) and sometimes it was caused by the staff member not being up-to-date with the passport. Students talked about the pace being too fast and getting muddled, or not having a print out and having to copy things down from the board whilst trying to listen. This has been fed back to individual staff through curriculum leaders.
- Students feel that SEND interventions are for a good reason and feel like they make progress. Please see section above for details.

Parent/carer voice

Parents are an integral part of our work in SEND. High needs students have a keyworker TA who is in contact regularly with home throughout the year. This partnership covers all aspects of a student's provision, including EHCP reviews and supporting external agency work.

- 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 at that point in time.
- 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.
- We are in the process of developing a once-a-term SEND parent consultation group to discuss developments in SEND at AGS.
- Parents phone and email the SEND office regularly.
- Transition meetings with parents to ensure that provision is in place before a student moves to us.

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.

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

Complaints relating to SEND

One complaint has been lodged but it was seen to have no grounds in stage 1 and 2 of the complaints process.

Any other developments regarding SEND?

The main development this year is in the structural framework of screening or carrying out full assessments of students in order to diagnose need specifically early on in our work with them. This means that intervention and support is lined up much more precisely than it has been in the past and consequently has more productive outcomes.

With the changes in staffing (HLTA and Teacher of SEND 0.6), it means we can be more proactive in chasing up concerns raised by staff, as well as being able to quality assure. This is beginning to extend to DAHIT where we are planning quality assurance activities across the EHCP process.

Transition packages have improved; we meet with high needs students, primaries and parents to ensure that need is met from day 1, ambassador mornings take place for SEND students in addition to the usual transition days. Each year we also offer a transition session for students with autism and anxiety, where we walk through the new timetable before school starts and familiarise them with new staff. At the KS4/5 transition stage, we visit providers, explore transport options and (with a small number of students) work on essential life skills. We are currently working on this provision for post-Year 13 as there are greater numbers of SEND students wanting to stay on in the sixth form, including some with high and complex needs.

Are there any concerns regarding provision for pupils with SEND?

The most major concern at the moment is in the significant rise in SEMH cases, often linked to already existing SEND. High anxiety is posing a major barrier to a small handful of students and we have 2 students already working with MNTS and a third is currently being referred.

Priorities for 2022-23

1. To continue developing the CPD package for staff and ensuring that training supports the provision we need. Deploy knowledge gained in the NASENCO course to enhance the SEND provision at AGS.
2. Develop identified students' use of assistive technology, particularly voice to text software in the classroom. Proactively build independence skills and avoid over-reliance on teaching assistants.
3. To work with all students to ensure they are accessing and benefitting from the full offer of enrichment activities and experiences.
4. Ensure full consistency in accessibility and wave 1 teaching linked to passports. Use this in combination with curriculum intervention work as a way of raising attainment