

SEND Provision

Allerton High School

Ethos

Allerton High School has an inclusive ethos where we strive to ensure that all our students are enabled to achieve success. To do this we work in partnership with our students, parents/ carers and outside agencies to ensure all students have access to an appropriate, broad and balanced curriculum. We want the best for all of our students regardless of their needs. We aim to provide an inclusive environment where students can prepare for adulthood and thrive academically, additional support is provided to those students who are identified as needing it.

Leadership

SEND provision is overseen and led by the Headteacher in the school and is co-ordinated by Nessa Whitehurst, SENCO, Associate Assistant Headteacher.

The quality of our SEND provision and its impact are regularly reviewed by the Senior Leadership team throughout the year and reports are made to the governing body on how individual needs are met and how SEND funding is being spent.

Budget

Allerton High receives money to help support SEND students through the 'Funding For Inclusion' (FFI) process. This money is used with additional funding allocated from the school's budget to provide:

- smaller ability sets for core subjects
- a supervised area before school, at break and lunchtime for vulnerable students
- numeracy and literacy intervention
- appropriate support for exam access
- Teaching Assistant support for students
- access to specialist equipment
- support for students with Speech, Language and Communication Needs (SLCN)
- a personalised curriculum with access to additional intervention where it is needed

Policies

The school's policies, available on our website, reflect the school's commitment to the inclusion, safety and well-being of our students.

- Inclusion
- Positive Behaviour Policy
- Teaching and Learning
- Safeguarding/ Child Protection
- Health and Safety
- Access/ disability plans
- Equality scheme and action plan

We regularly review our policies to ensure that they and our practice are compliant with relevant legislation.

Identifying students with SEND

In line with the Code of Practice 2015 students at Allerton High School are identified as having special educational needs if:

They have a learning difficulty or disability which calls for special educational provision to be made for them because they have significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents them from making use of the facilities provided for students at school

At Allerton High School, students are identified as having special educational needs at the earliest possible point in order to implement effective provision to improve outcomes for the child. Although not an explicit indicator of special education needs, students' provision would be reviewed if their progress or attainment:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's expected rate of progress
- shows an unusual gap between the child and their peers

In addition, parent/carers, school staff or the students themselves can identify an area of emerging need which would be investigated by the SENCO who will organise appropriate additional provision if required.

The SENCO also liaises with feeder schools to identify any students' special educational needs during the transition periods between Years 6 and 7 and will also liaise with schools of students transferring to Allerton High School.

The special educational needs and disability Code of Practice (2015) identifies 4 broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Curriculum, Teaching and Learning

All of our students are treated as individuals and we have in place a well-planned curriculum that allows students to access appropriate courses and support to meet their needs. Members of staff use a range of strategies and resources to ensure work is planned and delivered at a level that meets the learning needs of all students through an increasingly personalised curriculum. SEND support staff are deployed as appropriate to support SEND students in successfully accessing the curriculum.

SEND students are withdrawn from lessons, for an hour a week, for intensive support with literacy and numeracy where necessary in KS3.

Progress Reviews

Assessments are undertaken throughout the year – these include baseline assessments on entry to Allerton High School - and these are used to inform Progress Review which take place each term and allow teaching staff to provide feedback to parents / carers on a student's academic progress and attitude to learning

Progress review data is used in school to shape the interventions in place to support students who are not making expected progress. Where additional need is identified, students are moved on to higher levels of support provided by the SEND team including development of a student profile to share with teaching staff, small group intervention and in class support.

Staff Training

Teaching staff access a programme of CPD throughout the year that addresses the key priorities of the school. Training on the needs of individual SEND student's forms part of this training. The Teaching Assistant team consist of a group of staff who are trained to support SEND students and meet their individual needs. All teaching and non-teaching staff take part in an annual appraisal cycle.

External Agencies

As a school we work with a range of partners including the Local Authority to ensure that our SEND provision is robust. We work with the SEND team in Leeds City Council to address the needs of individual students and work in partnership with Educational Psychologists, Specialist Training in Autism and Raising Standards, Medical Needs Teaching Service, Child and Adolescent Mental Health Service, Deaf and Hearing Impaired Team and Visual Impairment Team to develop strategies to support our students.

As a Language Resource School we have a Speech and Language Therapist on site for 1 day a week to work with students with complex speech, language and communication needs, mainly students with Developmental Language Disorder.

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Frequently Asked Questions

What do I do if I think my child may have special educational needs?

In the first instance it is best to contact your child's Head of Year (names below). They will discuss the information you provide with teaching staff and members of the SEND team. If your child does need extra support this will be arranged by the SEND team. If we need advice from outside agencies we will discuss this with you and support with any referrals.

How will school support my child?

Once a child is identified as have SEN, the SEND team will work together with teaching and support staff, parents / carers and the child to review the progress currently being made and to identify any areas where additional support is needed. Once a need is identified the starting point is often to produce a student profile to share with all teaching staff sharing the needs and any strategies that have been found to be effective. Additional support, including small group intervention for Maths and English, participation in communication club, support from a key worker (often a member of the SEND team or a member of pastoral staff) will be put in place if necessary, as well as looking to engage with outside agencies where needed.

How will the curriculum be matched to my child's needs?

All students have access to our universal offer which is access to quality first teaching across the curriculum, with in lessons resources will be differentiated to meet all student's needs. In core subject's groups are set based on ability to allow the teacher to tailor the work more specifically to the needs of your child.

Where a need is identified there may also be able to access support from members of the Teaching Assistant team within the classroom.

Through the Guided Choices Programme your child will be guided into suitable option subjects from Year 9 onwards. We offer a range of different courses which have been developed to ensure that all students can access suitable courses and gain appropriate qualifications. In addition, tailored intervention that support students with specific parts of their learning, particularly literacy and numeracy are offered from Y7-Y11 where needed.

How will I know how well my child is doing and how will you help me support my child's learning?

At the start of Year 7 we share with parents and carers important information about how our systems work and what they can do to support learning at home. You will receive Progress Review information each term informing you of your child's academic progress and Attitude to Learning in lesson. You will also be offered the opportunity to attend a Subject Consultation Evening each year to discuss your child's progress with their subject teachers.

Where a child is identified as not making expected progress you will be contacted by a member of the Achievement Team to discuss any concerns and any strategies that could be used in school or at home to help support your child's learning.

What support will there be for my child's overall well-being?

All of our students have a designated Coach who works with them on a daily basis. The coach provides pastoral support but also monitors the progress that individuals in their coaching group are

making. When students are not making good progress or we have concerns about their Attitude to Learning, the Achievement Team will work with other colleagues and parents / carers to ensure that necessary support is put in place.

To ensure that the individual needs of students are met, colleagues from the Achievement Team, SEND Team, Behaviour Support Team, School Administration Team and Attendance Team work with families to develop and implement individual plans such as inclusion support packages, individual behaviour plans, medical needs plans and intimate care plans.

What specialist services and expertise are available or accessed by the school?

As part of our work we regularly work with colleagues from the Educational Psychologists Team, the North East Area Inclusion Partnership, STARS – Autism Specialists, MNTS – Medical Needs Teaching Service, CAMHS – Child and Adolescent Mental Health Service and other specialist teams to support our students.

As part of the Alwoodley Cluster we regularly arrange access to counselling services for students and parents/ carers, we also have an in house counselling service – Place2Be, which we can access to offer support for students struggling with their mental health and emotional wellbeing.

We are a Language Resource School. This means that we are able to provide specialist support, designed to meet the needs of young people with Developmental Language Disorder (a severe and specific Speech, Language and Communication Need), who have an Education, Health and Care Plan (EHCP). Language Resource students are not taught in a separate base and are full time members of the mainstream school. Our Speech and Language Therapist and Language Resource teacher provide weekly support to Language Resource students on an individual or group basis.

What training do staff supporting children with SEND have/ what training have they had?

As part of our induction process all new members of staff are briefed on the support we offer SEND students in school. In addition to this, the SEND team has weekly meetings that have a regular pattern of training built into them. We also hold half termly staff briefings where updates will be given to all teaching staff about supporting students with specific SEND.

Individual members of the team also access external training to ensure that they can provide the best possible support for individual students. All staff have access to Student Profiles and our Speech Language and Communication Needs (SLCN) booklet that provides information about students with SEND.

How will my child be included in activities outside the classroom?

SEND children are actively encouraged to play a full part in the life of the school. We work with parents to make reasonable adjustments to planned events outside of the school to ensure that students can access these events wherever possible. SEND students regularly participate in a full range of school activities such as outdoor teambuilding activities, trips to theme parks for reward days, fieldtrips and sporting events. We work with the Transport Department of Leeds City Council to ensure students who are provided with transport can access activities out of school hours.

How accessible is the school?

The school building was opened in September 2008. It is fully DDA compliant and there is full access to all areas of the school. There is a lift that allows students and parents/ carers to access all parts of the school if needed.

How will the school help my child on transfer to the next phase of their education?

We have a well-developed transition programme for students who access college or other providers during or at the end of their education with us. This programme includes familiarisation visits, joint meetings with key members of staff, phased transition arrangements, training in independent travel and life skills training. Parents/ carers are fully involved in this process.

How are the school's resources/ funding allocated and matched to my child's needs?

The school's resources are used to ensure all students have full access to a purposeful, broad and balanced school curriculum and wider school life. Support for individual students is part of this resource management. The SENCO will allocate support based on individual need of students – this is often done through production of a student profile, deployment of Teaching Assistants in lessons and access to small group intervention sessions. These arrangements are communicated to parents/ carers as part of the Annual Review and can be discussed after Progress Reviews. Changes that are made to this support are discussed with parents/ carers.

How are parents/ carers involved in the school and how can I be involved?

As part of our annual calendar parents/ carers have access to information events such as, Subject Consultation Evenings, Guided Choice Evening, GCSE Information Evening and Y7 and Y12 Welcome Evening. It is also possible to arrange individual meetings where necessary with key members of staff. For students with EHCPs and complex needs at least one annual review meeting will be held. The Headteacher also hosts a parent's forum each term for discussion about the running of the school.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education at Allerton High School you should contact their Head of Year in the first instance: -

Ms Carr - Year 7

Ms Knill - Year 8

Mr Odu – Year 9

Miss Broadhead - Year 10

Mrs Hepworth - Year 11

Specific questions about SEND should be directed to: -

Mrs Whitehurst - SENCO, Associate Assistant Headteacher

If you require further information about the local offer for SEND students in Leeds please click on the link below

<http://www.leeds.gov.uk/residents/Pages/What-is-the-Leeds-local-offer.asp>