AYLESBURY GRAMMAR SCHOOL
Founded 1598

SEND INFORMATION REPORT
2023/24

'Inclusion lies at the heart of the School's philosophy'
(Quality Assurance Review, Challenge Partners, December 2021)

'AGS is an inclusive School where everyone feels valued'
(Quality Assurance Review, Challenge Partners, November 2023)

'In the middle of our School sits a wonderful place called Student Support, where many others and I go when things are feeling tricky. And for many years they have helped me tremendously, in times when things have felt impossible. But not all schools have access to such an amenity. And for those without such an amenity, when they are stuck in a terrible struggle - they must turn outside of school.' ***(Year 10 Student, 2023)***

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1. Personnel

Name	Role
Jane Richards	SENDCo/Additional Designated Safeguarding Lead/Teacher of German
Laura Wilson	Assistant Head (responsible for SEND)/Designated Safeguarding Lead
Kevin Hardern	SEND Governor
Emily Millar	Assistant Student Support Lead/Teacher of English
Rebekah McLaren	Student Support Officer and Interventions Lead
Kerry Jessett **Carolyn Wright** **Farida Clay** **Ursula Knights**	Senior Student Support Assistant Student Support Assistant Student Support Assistant Student Support Assistant
Becky Hogan	Lead School Counsellor
Beth McLaren	Specialist Assessor *(for Exam Access Arrangements & Specific Learning Difficulties)*
Local Authority: **Sarah Luby** **Joe O'Neill** **Jess Evert** **Tiffany Kearns**	 SEND Inclusion Officer Link Education, Health and Care Coordinator *(for Annual Reviews)* Link Education, Health and Care Coordinator *(for Assessments)* Link Educational Psychologist

2. Acronyms

The acronyms listed below are used throughout this Report. The **links** are not repeated.

Acronym	Explanation
ADHD	Attention Deficit Hyperactivity Disorder
APDR	**Assess-Plan-Do-Review**
ASD	Autism Spectrum Disorder
CAMHS	**Children and Adolescent Mental Health Services**
DCD	Developmental Co-Ordination Disorder (*also known as Dyspraxia*)
DSA	**Disabled Student Allowance**
DLA	**Disability Living Allowance**
DASH	**Detailed Assessment of the Speed of Handwriting**
EAA	Exam Access Arrangements
EHCP	**Education and Health Care Plan**
EHCNA	Education and Health Care Needs Assessment
EBSA	**Emotional Based School Avoidance**
EOTAS	Educated Other Than at School
EP	Educational Psychologist
HI	Hearing Impairment
HQT	**High Quality Teaching**
JCQ	**Joint Council for Qualifications**
MIDYIS	**MIDYIS**
OAP	**Ordinarily Available Provision**
OT	Occupational Therapist
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-Ordinator
SEND CoP	**Code of Practice 0-25 Years**
SEN Support	**SEN Support**
SDQ	**Strengths and Difficulties Questionnaire**
SpLD	Specific Learning Difficulty
SP	Student Passport
SSA	Student Support Assistant
YELLIS	**YELLIS**
VI	Visual Impairment

3. SEND Overview

At AGS, we use the definition of SEND from the SEN Code of Practice. This means a student has special educational needs if they have a learning difficulty which calls for special educational provision. Students with a learning difficulty face greater challenges in learning than most of their peers. Special educational provision is provision that is additional to, or different from, that provided to students with no special needs.

SEND is categorised under four broad areas of need and there are students at AGS in each of these categories.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

It is also recognised that students with SEND may also have a disability under the Equality Act 2010: *'... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

4. Student Support

Student Support is located on the ground floor of the Languages Block and is a recently refurbished area. It is staffed from 08.00 and has an open door, inclusive policy. It is an area accessed by students needing a quiet, safe space away from the busy school environment. In addition to the main study area, there is the 'Chill Room'. Here students can take time to decompress, read or socialise quietly. It is also a calm space for students when they are experiencing high levels of anxiety, sensory overload or emotional difficulties.

Student Support provides for students on an EHCP but also offers interventions and support to students experiencing challenges in any of the four areas of SEND. Support is based on need rather than diagnosis. Parents are always kept informed of any intervention or referral as we know that school-parent collaboration and communication are key to successful outcomes for students with SEND, or possible SEND. SEND Coffee Mornings and an active SEND WhatsApp Group contribute to the strong parental links with the Department.

Student Support is led by the SENDCo who is responsible for the day-to-day operation of the **SEND Policy.** The SENDCo also attends:

- SENDCo Support Network Meetings
- Bucks SENDCo Grammar School Liaison Meetings
- SENDCo Liaison Group Meetings
- TEAM-UP Meetings

4.1 Our Aims

Our overriding aim is for students with SEND to have the best possible journey and to achieve the best possible outcomes, allowing them to make a successful transition into adulthood. As a department, we aim to:

- Promote a whole school approach to SEND which is respectful and inclusive to supporting and understanding SEND

- Provide students with an area in School where they feel safe and confident that they will be listened to, represented and supported
- Establish collaborative working relationships with teachers and Student Support Assistants to ensure in-class support is effective
- Provide teachers with advice and support on High Quality Teaching which will motivate and challenge all students

  'The school has sensibly focused on ensuring all teachers deliver the highest quality lessons to all students. As a result, students with SEND achieve well' *(Challenge Partners December 2021)*
- Ensure students with SEND have access to the same curriculum and experiences as their peers, and there is the same level of expectation and ambition for these students

  'Expectations of disadvantaged students and those with SEND are as high as for their non-disadvantaged peers' *(Challenge Partners December 2021)*
- Ensure students with SEND are represented and recognized proportionately; this includes academic acknowledgement, participation in extra-curricular activities and awarding of Prefect roles, School Colours and Honours
- Identify, in partnership with teachers and parents/carers, students with SEND and follow the APDR cycle which may include referrals to CAMHS and the LA
- Establish and maintain positive relationships with parents/carers of students with SEND, the LA and other external agencies, keeping the needs of the student at the centre of all planning

4.2 Identification

A student is identified as having SEND, or possible SEND, through:

- Information from the previous setting
- MIDYIS and YELLIS assessments
- Teacher concerns (via our SEND Flag Up Forms)
- Parental concerns
- Termly report grades
- Mock exam results
- Student self-referral
- Private reports

In accordance with guidelines from the SEND CoP, we are always mindful that concerns about slow progress and low attainment do not necessarily mean a student has SEND. Equally, we do not assume that attainment in line with chronological age means there is no learning difficult and recognise that if not investigated properly, there may be frustration expressed through disaffection, poor behaviour and/or emotional issues.

4.3 Assess-Plan-Do-Review

The SEND CoP places the teacher at the centre of the day-to-day responsibility and progress of all students, including those identified with SEND or potential SEND. Our first response when a student is flagged is to ensure that the quality of the teaching in the classroom is right for the student. Discussions are held with the student and parent/carer and often it is agreed for the student to have a Student Passport to help teachers better understand the student and their needs.

Where a student continues to make little or no progress, more targeted support and intervention(s) are considered. These might be in or outside the classroom, in small groups or 1-1. We also carry out our in-house assessments and, if appropriate, refer to our Specialist Assessor and/or to CAMHS. Parents are always communicated with.

Our in-house assessments include:

Lucid EXACT
(To test for Word Recognition/ Reading Comprehension Accuracy/ Reading Comprehension Speed /Spelling/ Typing Speed/ Handwriting Speed)
Lucid RAPID
(To test for Dyslexia)
Lucid RECALL
(To test Working Memory)
Lucid ViSS
(To test Visual Stress)
DASH
(To assess Handwriting)
SDQ
(To assess Mental Health and Anxiety)
Screening for possible ASD and/or ADHD
(Non-diagnostic but useful indicator)

Where needs are significant and the support required to meet the student's needs cannot reasonably be provided by Ordinarily Available Provision (OAP), the School will apply for LA Higher Needs Funding. After this, School and/or parents may request an EHCNA.

4.4 SEND Codes Explained

All teachers have access to information on students with SEND via Bromcom (the School's Management Information System).

EHCP **(Code E)**	SEN Support **(Code K)**	Monitoring **(Code N)**
An **EHCP** is a legal document which describes a child or young person's special educational, health and social care needs and the statutory provision required to achieve the outcomes detailed in the Plan. From a teacher's perspective, the two most important sections of the Plan are Sections E (Outcomes) and F (Provision). A summary of these is under 'Documents' in the Student Profile.	This student has an identified learning difficulty, disability or medical condition significant enough to need ***additional*** provision to support learning and development. The student does not need a formal diagnosis to be on SEN Support.	This student has an identified learning difficulty or disability, but they are successfully accessing the curriculum through **High Quality Teaching**; or, this student has no SEND but has been identified as needing short term additional provision to support learning and development in the past. Some of these students will have a Student Passport and/or Exam Access Arrangements.

See Appendix A: SEND Numbers September 2024

4.5 Exam Access Arrangements (EAA)

We adhere to **JCQ** guidelines and have 100% positive feedback from every JCQ Inspection visit.

See Appendix B: Exam Access Arrangement Numbers September 2024

5. For Students, Teachers and Parents

5.1 Students

- An enhanced transition in the summer term of Year 6
- Daily access to Student Support from 08.00
- A 'Chill Room' for quiet times
- 'Time Out' Cards
- 'Front of Queue' Passes
- Student Passports
- In-class support
- Discussion and interventions with parents/carers and teachers when there are concerns
- Support with social communication and interaction via Social Groups, Nurture Groups and Lego Therapy
- 1-1 support with Emotional Regulation, including Anger Management
- Peer Mentoring
- Counselling
- Referrals to CAMHS
- Referrals to the School Nurse, SALT and/or OT
- Assessments for EAA
- On-line touch-typing practice
- Support in applying for DLA and DSA

In addition, and just like their peers, students with SEND access:

- the **Personal Development Programme** (Years 7-13) delivered by Tutors during Extended Registration which includes sessions on accessing career profiles, post-18 options and labour market information. Students can develop a career activities and skills profile helping them prepare for the next stage in their education
- the **PSHE Programme** (Years 7-11) which contributes to personal development by helping students build their personal identities, confidence and self-esteem and understand what influences their decisions. It enables students to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- the **Lecture Programme** (Years 12-13) when external speakers come into School to speak on a range of topics, including health, relationships, economics, study habits, driving and relationships
- **Careers Advice** which could include **Morrisby Testing**

All students with SEND are also welcome to attend any of the **Clubs and Societies**.

By the end of Year 13, it is the aim that every student, including those with SEND, has achieved their academic potential, is better informed about career pathways and prospects, as well as having developed core skills in communication, independent living, problem solving, working with others and ICT.

5.2 Teachers

- An annually updated SEND Teacher Information Pack (shared at the start of the Autumn term)
- Easily accessible Student Passports on individual students
- A 'SEND Strategy Bank' detailing strategies to support teaching students with specific SEND
- SEND training opportunities
- An open-door policy to speaking with the SENDCo and other members of the Department for advice and support
- Annual Whole School SEND CPD in the Autumn Term

Annual Whole School SEND CPD since 2015 has included:

2015: High Quality Teaching
2016: Supporting Students with ASD
2017: Understanding Children with Learning Difficulties and Helping Students Access Learning More Effectively
2018: Developmental Coordination Disorder (DCD)
2019: Autism, Low Arousal and Emotional Regulation
2020: Understanding Attention Deficit Disorder (ADHD)
2021: SEND and Inclusion: Ensuring Students with SEND are experiencing the same curriculum
2022: The Graduated Approach for Teachers; 'ASD and ADHD from a Student's Perspective'
2023: Exam Access arrangements Explained
2024: **Whole School SEND Teacher Handbook: Embedding Inclusive Practice**

In addition, there are ongoing reminders to teachers about:

- 'Every teacher is a teacher of SEN'
- **Teaching Standard 5**
- The **EEF Five-a-Day Recommendations to Support Students with SEND in Mainstream Schools**
- Modelling the same level of expectation and ambition for all students, including those with SEND
- The Safeguarding responsibility of all teachers with a focus on the vulnerability of students with SEND

5.3 Parents/Carers

- A direct line and email to the SENDCo
  Tel no: (01296) 484545 Ext: 227/**jrichards@ags.bucks.sch.uk**
- SEND Coffee Mornings
  These are sometimes led by an external specialist on a topic voted for by parents; other times, they are more informal and a platform for parents to share personal stories. Former students are invited back to share their journey
- SEND Parent WhatsApp Group with 40+ participants where parents share concerns and seek advice
- Twitter feed @AGSSupport

6. Department Training

There is ongoing enhanced training for all members of the Department in all aspects of SEND, often via the following organisations:

- **Creative Education**
- **Whole School SEND**
- **Communicate-Ed**
- **National Autistic Society**
- **Autism Education Trust**
- **PATOSS**
- **The Key**

Training is determined by the profile of students we are supporting; in preparation for September 2024, this has included training on supporting a student with an Acquired Brain Injury.

Examples of training undertaken in 2023-24 include:

- Running Nurture Groups (Miss Mclaren)
- Acceptance and Commitment Therapy (Miss McLaren)

Planned training for 2024 onwards:

- CPCAB Level 5 Diploma in Psychotherapeutic Counselling (Lead Counsellor)
- National Professional Qualification for SENCos (Mrs Millar)

7. SEND Governor

The Governor with responsibility for SEND:

- Meets termly with the SENDCo to discuss the strategic running of the Department and shares written feed-back post meeting with SLT and Governors
- Attends the annual Whole School SEND CPD and the termly SEND Coffee Mornings
- Attends all relevant SEND Governor training and Governor Forums
- Drops in regularly to School to meet with students and observe life in Student Support

8. Making a Difference

Whilst academic achievement and outcomes are important, the progress of students with SEND is about them knowing more, remembering more, and doing more on the journey to these outcomes. This is lesson by lesson, day by day and term by term. If, whilst on this journey, there is positive feedback from any stakeholders in some or all the following areas, we are making a difference:

- Participation and Engagement
- Communication and Interaction
- Confidence and Self-Esteem
- Independent Learning

9. Department Successes 2023/2024

- Successful relocation of Student Support
- Positive feedback from the 2023 Parent Survey where:
  -31/54 of parents with a child with SEND **strongly agreed** that School had given their child the support they needed
  -22/54 of parents with a child with SEND **agreed** that School had given their child the support they needed
- 100% success rate in applications for EHCNAs
- Positive numbers of students with SEND:
  -Receive recognition at Junior and Senior Prizegiving
  -Are Junior and Senior Prefects
  -Receive Half and Full Colours for Learning
  -Receive Half and Full Colours for Sport
  -Receive Half and Full Honours for Music, Art, Debating, Chess and Technical Production
  -Participate in trips/residentials and extra-curricular clubs
- Positive GCSE and A-level outcomes for students with SEND
- 'Exemplary' inspection feedback from JCQ on the School's EAA
- Successful outcomes for students with SEND accessing counselling
- Successful employment of 3 volunteer counsellors

See Appendix D: Feedback

10. SEND and Safeguarding

Young People with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. They are at an increased risk of being abused compared with their non-disabled peers. We continue to work hard to safeguard our most vulnerable students as evidenced by our Whole School Safeguarding CPD in July 2022 with its focus on **The Vulnerable Child.** The SENDCo is Additional Safeguarding Lead.

11. Department Priorities 2024/2025

1. To maintain our response to the SEND CoP which is:
   - Promoting High-Quality Teaching
   - Ensuring teachers know the barriers to student learning and how to support these
   - Engaging with parents ensuring the student is at the centre of all planning
   - Ensuring CPD for supporting SEND is part of a whole school approach

2. In accordance with the **Education Inspection Framework** and with the support of the SLT, to ensure:
   - Students with SEND receive the same journey and quality of education as their peers
   - Students with SEND have the same experiences and access the same curriculum as their peers
   - Teachers have the same expectations and ambitions for students with SEND as they do for non-SEND students

3. To set up KS3 and KS4 **Nurture Groups**

4. To participate in the **Challenge Partners SEND Developmental Peer Review (2024/25)**

12. Concerns

If you have any concerns about your young person in relation to Special Educational Needs, including their Mental Health, please contact the SENDCo in the first instance:

jrichards@ags.bucks.sch.uk
(01296) 484545 Ext: 227

Useful Links for Parents

- **Aylesbury Grammar School Special Educational Needs Policy**
- **BFIS (Buckinghamshire Family Information Service)**
- **SENDIAS (Buckinghamshire Special Educational Needs and Disabilities Service)**
- **IPSEA (Independent Provider of Special Education Advice)**
- **Special Needs Jungle**
- **CAMHS (Children and Adolescent Mental Health Service) and Walking with You**
- **The National Autistic Society**
- **The Autism Toolbox**
- **The British Dyslexia Association**
- **The Dyspraxia Foundation**
- **The ADHD Foundation**

Appendix A

SEND Numbers (2024)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Monitoring (N)	20	27	32	27	29	25	29	189
SEN Support (K)	2	4	0	5	4	5	2	22
EHCP (E)	1	2	0	2	1	2	0	8
TOTAL	23	33	32	34	34	32	31	

Appendix B

Exam Access Arrangement Numbers (2024)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Extra Time	0	4	3	5	8	16	10	46
Laptop	0	3	3	8	11	10	11	46
Scribe	0	0	0	0	1	0	0	1
Supervised Rest Breaks	0	0	0	0	3	8	3	14
Smaller Venue	0	0	0	0	2	2	1	5
Enlarged Paper	0	0	0	0	1	0	0	1
Phone for Medical use	0	0	0	1	0	0	3	4
Prompt	0	0	0	0	1	2	0	3
Coloured Paper	0	0	0	0	2	0	0	2
TOTAL	0	7	6	14	29	38	28	

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Appendix C
Student Passport Exemplar

MY STUDENT PASSPORT

Student Information	
	Name: Date of Birth: Tutor Group: Date of SP:

People and pets who are important to me	What we like or admire about me
• My friends • Chesterfield and Arsenal Football Teams • My dad, my brother and family	• Smiley and polite • Well presented • Very good at sport • Engaged and open with members of staff in Student Support

My story so far
• **I am currently being referred for an ADHD assessment.** • I attended lower and middle school in Leighton Buzzard. • I have a brother called X who joined AGS in September 2022. • I play Football, Rugby and Cricket for the School. • I struggle with focus in lessons and get into trouble for answering back. • I struggle to build good relationships with teachers as I can be annoying in lessons. • When I am poorly behaved at school, I lose my electronics at home because dad is disappointed in me. • I currently have a Year 12 Peer Mentor at school which I like, and he tells me he was like me lower down the school. He is now a Senior Perfect and applying for university. • I will speak my mind by saying what I am thinking out loud. • I have been on Report a few times which helped but know I cannot be on this forever. • I have 'rubbish days' at school but often keep these to myself. • I appear outwardly confident and happy, but this is not always the case.

Things I am good at and enjoy

- I enjoy playing sport and my favourite subjects are Games and PE.
- I like seeing my friends at the weekend and we often go into Leighton Buzzard.
- I also like to read, and I sometimes read for around up to two hours an evening, especially when I am banned from gaming; I regularly take books out from the library in town.

Things I find challenging

- I don't get along with many of my classmates which can be challenging when doing groupwork.
- Pair work is better for me.
- I find it challenging when I am the one automatically blamed for bad behaviour.
- I find homework challenging as I don't have a lot of time in the evening due to sporting commitments.
- I struggle with Latin, Religious Studies and Art, I often chat and misbehave due to my lack of interest in these subjects.
- I struggle when I must go to bed early.
- It is hard for me to sit still for long periods of time as I like being able to move around.
- I struggle in my Maths class where I am easily distracted and where I also distract others too.

My aspirations

- My dream job is to be a professional sportsman. My favourite sports are Football, Cricket and Rugby.
- I would love to own a dog one day.

My triggers and reactions

- I wouldn't describe myself as an anxious person.
- I struggle though with anger but can 'lash out' verbally.
- When I'm overwhelmed or angry, I can be rude to teachers and will often back chat.
- I like a moment to calm down when I am overwhelmed or becoming rude. This can be a moment outside the classroom or going to my safe space in Student Support.
- I don't tend to show other emotions but that doesn't mean I am experiencing them.

How teachers can help me

- Please avoid sitting me next to X and Y. I work well next to Z.
- Allow me to use my fiddle tool.
- I enjoy having lots of visuals in a lesson.
- I work well if I'm paired with less distractible students.
- Do not sit me in the middle of the classroom. I prefer sitting at the front next to a wall.
- I enjoy working from videos and worksheets.
- I like it when the teacher checks to make sure I understand what I am doing.
- I like instructions written down.
- Where possible, allow me to have movement breaks. Give me a job or task that allows me to be active in a controlled way **but do not ask me to hand things out during silent reading time as I get tempted to distract others as I walk around.**
- Break activities and homework into small chunks where possible.
- I prefer using a laptop as my handwriting is not great.
- When I misbehave, tell me immediately what I have done. I often get confused about what I am being told off for. If I know what I have done wrong, I will try not to do it again.
- I respond well to responsibility.

My Exam Access Arrangements

None at the moment but I am talking about these with Student Support.

Notes and Updates from Student Support

- X responds well to positive reinforcement. When X is unsettled, the prospect of a reward is a good incentive.
- X struggles when he is threatened with a sanction and not asked to work towards a reward.
- X needs to know what he is in trouble for so always give immediate feedback.
- X likes Dad knowing he has had a good day at school.

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Name/Tutor Group:

One Page Student Profile

September 2024

Exam Access Arrangements:

25% Extra Time

Word Processor

Rest Breaks

Scribe

I would like you to know that:

- I have an ASD and ADHD diagnosis
- I have a dyslexia diagnosis
- I have anxiety

This means that:

- I struggle to access a full school day
- I struggle to write down what I am thinking
- I struggle with decision paralysis

I find it difficult to:

- Regulate my emotions
- Express how I am feeling when I am overwhelmed
- Cope in a noisy and busy environment

It would help me if you could:

- Sit me next to my SSA near the front of the room
- Provide my SSA with the work ahead of the lesson so that she can support me in and out of the classroom
- Give me extra time to answer questions
- Provide sentence starters/ideas for answers to extended writing questions
- Let me go to Student Support if I am overwhelmed
- Remind me to stay focussed on a task
- Let me use my coping strategies (fidget tools) in the classroom
- Remind me to use my laptop

I will help myself by:

- Letting you know if I need help
- Try my hardest to answer questions in class

Additional Support

I have in-class support for lots of my subjects. I have 1:1 support outside of the classroom

Appendix D
Feedback

Academic Year 2023/2024

'The SEND culture of acceptance and support at AGS really does work. I am so proud, he is flourishing. Please feel free to use X as an example as I am a true believer that his potential absolutely is being realised because o the SEND provision being built by you and the team. No doubt he is being supported at home, but he spends most of his school week hours at AGS and the organisational culture of nurturing ASD boys is working, X is proof.'

'Thanks for the wonderful support - we're very proud of X's report considering their struggles this term, and they wouldn't be able to achieve that without the understanding and flexibility they have experienced from you and your Team.'

'As always Jane, I will forever be grateful for your work, efforts and true understanding of these young boys at AGS. To say you will be one of those memorable teachers forever for X (and for me) would be an understatement. You just get it.'

'Thank you both for yesterday, it was intense, but you represented him so well. Having both of you there and hearing of how much time and support you give him was humbling. We are indebted to you for going above and beyond every day.'

'Jane advocates for all her Student Support boys and is always available to listen and advise students and parents alike, no matter how many other plates she is spinning simultaneously. She is the most incredible asset to the school, and we think she is one in a million.'

'Thank you so very much for your time today. It was lovely to meet you properly, and I know that X enjoyed the visit, as did I. You were wonderful with him! Thank you. He seemed so at ease and happy to be there, and I suspect he was greatly encouraged to meet other students in Student Support and to see what a vibrant place it is. For my part I felt very reassured; I know he will be in safe and experienced hands.'

'X has made excellent progress with his confidence this year with the outstanding support of your SEN team.'

'I can't thank you and your team enough for the superhuman level of support you have given HF throughout a year that's been a real challenge for him. It's hard to believe this is the end of Y7. We wouldn't be in the positive place we are now, nor would we have such a clear plan for next year, if it weren't for the dedication, you have each shown. Please know that it's truly appreciated.'

'X always speaks fondly of everyone in student support – it has been his lifeline.'

'I don't think we could get better SEND support than we are already getting from a state secondary school. Jane is incredibly experienced and dedicated, if it wasn't for her early interventions and support X probably wouldn't be in school at all. Bekah really understands X and provides an extraordinary level of personal support.'

'We will be forever grateful to Jane, who has been a constant source of advice and support throughout X's three and a half years at AGS. The kindness and empathy she has shown us in what has been a desperately difficult time has been a huge comfort. It has been a three-and-a-half-year battle to get X formally diagnosed with ASD, to be granted an EHCP, and to be approved access to specialist provision. We have been through appeals, mediation, and had to challenge barriers and bureaucracy at every turn. The extra work this has demanded of Jane has been immense.'

'Thank you, as always, for your continuing support of X - Student Support is very definitely his happy place at school.'

'Thank you for the chat today. Your positivity and personal experiences left me feeling understood and reassured.'

'Thank you to all in Student Support for your help, understanding and flexibility with X (and me!) over these past 18 months.'

'We want to thank you for all your wonderful support for X (and us!) over the past year. The journey to diagnosis and putting support in place has been made so much easier by having such excellent, caring assistance from you and your Team.'

'Thank you, Mrs Richards for supporting me over the years and making sure I am happy. It is because of you I am in such a great place both mentally and physically.'

'I cannot express in words how grateful I am for all the support you have given X over the years. It is down to you that he is passing his GCSEs with flying colours when a few years back it looked like he would drop out altogether.'