

# Liverpool College

## Special Educational Needs and Disabilities Policy



### **Mission Statement**

*Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.*


### **Core Values**

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

*This is a whole college policy and applies to the Pre Preparatory, Preparatory and Senior School as well as the Boarding Halls and the Breakfast Club, after school clubs and the Young Explorers Holiday Club.*

### **Parent/carer/pupils**



Approved Date	1 <sup>st</sup> October 2018		
Review Date	1 <sup>st</sup> October 2019		
Signed Principal		Print name	H van Mourik Broekman

## Special Educational Needs and Disabilities Policy

This policy is based on the Statutory Special Educational Needs and Disability Code of Practice and the following legislation:

- Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for Education, health and care (EHC) plans
- Children and Families Act 2014 Part 3 which sets out schools' responsibilities for pupils with SEN and disabilities.

### Background

Liverpool College is an inclusive learning community which endeavours to take all practical steps to ensure that the curriculum, environment and facilities are accessible to all pupils, staff and visitors.

All pupils, regardless of circumstances, should have access to the entire breadth of the curriculum and teaching which is appropriate for their needs and abilities. This includes physical access, within the constraints of the buildings and technical support, for example, visual and hearing impairment. We aim to put in appropriate resources and make reasonable adjustments to enable all pupils to participate and achieve, regardless of their personal challenges.

### Principles

Working practices are based on two principles:

**Inclusion:** this means that all pupils who are able to benefit from mainstream education, and choose Liverpool College, should be enabled to do so. For some, this will mean receiving support appropriate to their needs for varying periods of time. Most support will happen in class to assist pupils in gaining full access to the curriculum. Some pupils will need additional targeted support through withdrawal sessions which address specific challenges to learning. Withdrawal will be kept to a minimum to avoid unnecessary disruption to the continuity of learning.

**Person Centred Approach:** this means that the needs of the pupil should drive the allocation of support. For each pupil across the range of special educational needs, pupil profiles with specific targets, relevant information and details of strategies to meet their needs are devised. These are done in conjunction with the pupil and parents/carers and are reviewed throughout the academic year.

Where a pupil has SEN, we endeavour to remove the barriers to their learning, as far as possible, so that they can achieve to the best of their ability. Our vision for children with special educational needs and disabilities is the same as that for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. (SEND Code of Practice 2014)

### Aims and Objectives

- To ensure that all pupils at Liverpool College have access to a broad and balanced curriculum and quality experiences.
- To create an ethos and educational environment that is person centred and has the views and needs of the pupil at heart along with those of their family.
- To adopt a whole college approach to SEND where SEND pupils are fully integrated in mainstream classes.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible outcomes.
- To work within a 'person centred approach', fostering and promoting effective collaboration with pupils, parents/carers and outside agencies.
- To deliver high quality teaching that is differentiated and personalised to meet the individual's needs, ability and potential.

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of wider college life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood .
- To ensure that parents of SEND pupils are kept fully informed of and involved in their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide opportunities for pupils with SEND to achieve their learning targets.
- To actively encourage pupils to track their own progress, recognise their achievements and review their targets.
- To ensure all staff are aware of pupils needs and are equipped to meet them.
- To clearly identify the roles and responsibilities of school staff and the SEND governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To encourage a strong focus on high aspirations and on improving outcomes for pupils with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEN Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from learning support assistants or specialist staff. Every teacher is a teacher of every child or young person, including those with special educational needs.

### **Identification and review of pupil needs**

***'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'***  
(CoP 2014)

**Categories of Special Educational Need** – The current Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs and requirements fall into four broad areas:

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

Pupils are identified within these areas. The purpose of this identification is to work out what action the College needs to take, not to fit a pupil into a category. The College identifies the needs of pupils by considering the needs of the whole child.

The SEN Code of Practice 2014 makes it clear that all teachers are responsible for identifying pupils with special needs and, in conjunction with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which these pupils can be identified. Whether a pupil is making adequate progress is seen as a significant factor in considering the need for special needs provision.

### **Early Identification**

Early identification of special needs is a priority. Appropriate assessment tools will be used and progress will be ascertained through:

- all SEND support information being passed between schools, so that effective transition support can be planned.

- ensuring there is effective liaison with feeder schools so that individual SEND needs are shared. This informs planning for SEND support; to this end we attend the Liverpool City Council transition events at Toxteth Annex.
- being alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents, teachers or the pupils themselves, these areas of concern will be highlighted to the SENCO.
- the SENCO working closely with staff across all stages to monitor the achievement and progress of groups of vulnerable pupils using data from school wide assessments:
  - Optional SATS
  - Baseline tests
  - NFER tests
  - KSI and KS2 SATS
  - Foundation Baseline Testing
  - MIDYIS tests in Years 7 and 9
  - YELLIS tests in Year 10
  - ALIS tests in Year 12
  - Progress in relation to objectives in the National Literacy and Numeracy Strategies, including reading and spelling age test
  - Specialist assessments from outside agencies e.g. Educational Psychologists
  - Other testing may be used to ensure that access arrangements for extra considerations in examinations can be made.
  - Evidence obtained by teacher observation/assessment from feeder schools and observations in the classroom at Liverpool College.
- the ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported by the Inclusion Team and information is shared appropriately and frequently.

**What is not SEN but may impact on progress and attainment may include:**

- disability
- attendance and punctuality
- health and welfare
- pupils in receipt of pupil premium or pupil premium plus
- CLA/PCLA
- being a child of servicemen/women
- EAL

**SEN Provision:**

On entry to Preprep and Prep, proposed provision will be based on teacher observation/assessment. On entry to the secondary phase, each pupil's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. At Liverpool College, we have adopted a whole-college approach to SEND policy and practice. The SEN Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

**The main methods of provision made by the College are:**

- in classes with additional help and support by class/subject teachers through a differentiated curriculum.
- in-class support from Learning Support Assistants.

- support from specialists within class or as part of an intervention programme.
- access to and support from outside agencies.

## **Adapting the Curriculum and Learning Environment**

All pupils have equal access to a broad and balanced curriculum. This promotes self-esteem and confidence that will enable pupils to make progress which is closely monitored. Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The Teaching and Learning Policy promotes best practice towards pupils with different ways of learning.

The College is proactive in removing barriers to learning and approaches its statutory duties in terms of increasing its accessibility over time seriously. The site is difficult to access by pupils who are wheelchair users and those with mobility issues. Reasonable adjustments have been made and will continue to be made to ensure that access to the physical environment has been improved. All new buildings have been built to be DDA compliant.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **SEN Support in school**

SEND Support takes the form of a four part cycle through which earlier decisions and actions are revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach. (Assess, Plan, Do, Review)

#### **Assess**

- In identifying a pupil as needing SEND support the College will carry out a clear analysis of the pupil's needs. This will include academic progress measured in line with their peers, compared to previous progress and to national data.
- Teachers' experiences of the pupil and tracking of behaviour data will also form part of the assessment.
- The pupil's own views are sought as well as those from external support agencies who are already involved with the pupil.
- Parental views and concerns are actively listened to and recorded.
- Assessments are reviewed regularly to ensure that the nature of the provision is appropriate to match expectations.

#### **Plan**

- Parents are notified if their child is receiving SEN Support.
- Review dates will be in line with whole school parents evenings and through review meetings organised by the SENCO.
- All teaching staff will be made aware of individual pupil provision through individual pupil profiles.
- Strategies for pupils' progress will be recorded in a Pupil Profile containing information on:
  - Reading ages.
  - Relevant information.
  - Teaching strategies.
  - Summary of pupils' strengths and areas for improvement.
  - Expected outcomes

Parents must reinforce and contribute to progress at home.

### Do

- The SENCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments.
- The subject teacher will remain responsible for working with the pupil on a daily basis.
- Where interventions involve group or one to one teaching away from the classroom, the subject teacher remains responsible for the pupil's progress and must work closely with curriculum support assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

### Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed at least annually.
- The impact and quality of the support and interventions will be evaluated, taking into account the views of the pupil and the parents/carers. This information will form the basis of an updated support plan with revised outcomes and changes to support. This will be done in consultation with key staff, pupils and parents.
- Parents should have clear information about the impact of the support and interventions provided to enable them to be involved in planning the next steps.
- In transition to another setting information to be passed on will be shared with parents/carers and pupils. This may involve others being present at the review meetings and the SENCO attending meetings offsite to support the transition process.

### EHC Plan

- An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can normally offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan. An EHC Plan will include details of learning objectives for the pupil. EHC Plans must be reviewed annually. The Local Authority will inform the SENCO at the beginning of each school term of the pupils requiring reviews.
- The SENCO will organise and lead these reviews and invite:
  - The pupil's parents/carers.
  - The pupil.
  - The relevant teachers or gather information from class teachers.
  - A representative of the Local Authority.
  - Any other person the Local Authority considers appropriate.
  - Any other person the SENCO considers appropriate.
- The aim of the review will be to:
  - Assess the pupil's progress in relation to targets.
  - Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
  - Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
  - Set new targets for the coming year.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice,

and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting Pupil Profile will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults.

### **Managing the Needs of pupils who qualify for SEND support**

- The College strives to effectively meet pupils' needs. The manner in which this is achieved is set out in the Local Offer (available on the website) and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the College or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (excepting child protection cases, where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the College strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used include: Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Schools Family support Service, YPAS, Merseyside Youth Association and LA specialist teacher advisors. In the Pre-Prep and Prep these services are accessed through the Primary Consortium (South Liverpool) which the SENCO attends termly.
- Some pupils may have multi-agency involvement and the College will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and 'Levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the College having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, expected progress has not been made, the College or parents will consider requesting an Education, Health and Care needs assessment. In applying for this the College presents evidence of the action taken as part of SEND support.

### **Working with Parents and Carers**

- We recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used.
- We value and welcome the essential information on the impact of SEND support outside the College as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide
- We operate an open door policy where parents are encouraged to communicate openly with the College in a timely way should they have any concerns regarding their child/young person
- Where a pupil is receiving SEND Support the College endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the College.
- At all stages of the SEN process the College keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the College.

## **Enabling SEND pupils to Participate in Activities**

- We are committed to making reasonable adjustments, including the provision of auxiliary aids and services for children with additional needs. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage.
- All pupils are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitor the attendance of SEND pupils to ensure that there is good representative participation from these groups.

## **Improving Emotional, Mental and Social Development**

We recognise that some pupils may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated.
- Displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD).

The College also recognises that pupils may display certain behaviours as a result of low self-esteem or other issues such as neglect.

We have clear processes to support children and young people and this is linked to our policies on behaviour management and safeguarding and child protection. These policies include detail on how the College manages the effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Inclusion Mentor
- referrals to external agencies such as CAMHS/YPAS.
- low level, low risk therapeutic support programme.

## **Monitoring and Evaluation**

The SEND Governor is Dr Sally Carr. She can be contacted via the Clerk to the Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- being familiar with key legislation and policy
- fostering communication between parents/carers of pupils with SEND and the College
- meeting regularly with the SENCO and visiting classrooms
- ensuring that the Governing Body have an understanding of the role of the SENCO and how pupils are supported
- developing an awareness of the types of SEND present within the college cohort
- reporting regularly to the Governing Body
- understanding how funding received for SEND is allocated by the school



- attending training in relation to SEND
- assisting in monitoring the progress of vulnerable pupils
- reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will review annually on the success of the policy under the statements listed in *The aims and objectives of this policy*. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the college will consider the views expressed through:

- reports presented by the Principal, SENCO and the SEND Governor
- parents/carers
- pupils
- outside agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- An analysis of external tests including SATs, GCSEs, A Levels or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings
- Reports provided by outside agencies including Ofsted

## **Training**

Liverpool College Prep and PrePrep Schools are part of the Primary SEND Consortium where there is the opportunity to share best practice and offer support within the locality. Training for teachers and CSAs in the Pre Preparatory and Preparatory School on SEND is arranged through these and with the support and involvement of the services attached to these, the training is needs led and is planned and managed by the SENCO. The information report provides an overview of current training and qualifications.

Secondary teaching staff attend specific SEND training courses planned and managed by the SENCO. Specialist teachers and outside agencies run bespoke training courses on specific pupils.

The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

## **Funding**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. The SENCO along with the Principal and Vice Principals in the College have a key role in determining how this budget is used, for example to provide interventions and targeted support. The Governing Body can challenge this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

## **Access Arrangements**

Access Arrangements Pupils who have difficulty accessing the curriculum in KS3 are given various degrees of support before making their option choices for KS4. Pupils who hold an Education Health Care Plan from the Local Authority are supported with option choices. Discussions take place with the SENCO, in consultation

with the pupils and their parents/carers. Access arrangements allow candidates/learners with SEN or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make 'reasonable adjustments'. Reasonable access arrangements need to be agreed by the Joint Council for Qualifications (JCQ) prior to an assessment period. Such access arrangements should be the usual way of working for the pupil within lessons to ensure that the College can evidence the needs of the pupil. If a pupil is to apply for access arrangements on medical grounds, The College must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence. Laptops will only be provided for public examinations if this is the usual way of working for the pupil due to learning or physical disability. There may also be grounds for the use of a laptop on medical grounds. This is at the discretion of the College and medical evidence is required.

For KS4 examinations, applications are made to JCQ within the first term of Year 10. Applications are made for those pupils who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. In this case, the assessors are our SENCO and Assistant SENCO. If a pupil has been privately assessed, for example in the case of dyslexia, The College must be supplied with the most recent assessment that has taken place within the current Key Stage, in order to submit the scores to JCQ. Please be mindful that JCQ must recognise the assessment carried out. It should also be noted that the Specialist Assessor must hold the appropriate qualifications as set out by JCQ, complete the relevant sections of Form 8 as required by JCQ as well as hand sign the Form 8 using ink which is not black. The completed Form 8 is needed for the application of Access Arrangements by the SENCO. Access arrangements are made on an individual basis and therefore if you have any queries, please contact our College SENCO directly. It should be noted that access arrangements only last for up to 2 years and re-assessment may need to take place at the beginning of post16 studies. Parental requests regarding access arrangements, for example extra time, will not be accepted or investigated if communicated after Year 10.

Online applications for Access Arrangements for KS2 SATS must show that it is the pupils normal way of working and arrangements are given based on the needs of pupils for individual subjects.

## **Roles and responsibilities**

**'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' Code of Practice 2014**

### **Principal**

- The day to day management of all aspects of the college, including SEND provision.
- Keeping the Local Governing Body well informed about SEND within the college.
- Working closely with the SENCO/Inclusion team.
- Monitors our annual intake to ensure that pupils with SEND have not been refused admission or discriminated against because of their special need.
- Acknowledges the need to maintain a high profile for SEND issues and will ensure that these are timetabled for discussion at Governors' Meetings and at staff meetings.

## **SENCO**

- Oversees the college's SEND policy.
- Ensures that all practitioners in the college understand their responsibilities to pupils with SEND and the college's approach to identifying and meeting SEND.
- Collects information about pupils and identifies those who may need additional support.
- Works with the Principal and school governors to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments for access arrangements.
- Advises teachers on how they can plan for, support and monitor pupils on the SEND register.
- Advises on the graduated approach to providing SEN support.
- Liaising with the relevant designated teacher where a child looked after (CLA) has SEND.
- Co-ordinates provision for pupils with special needs and ensure equal opportunity and access to the curriculum regardless of their need.
- Informs, liaises and works in partnership with SEND pupils and their parents.
- Contributes to the training of staff.
- Maintains the college's special needs register.
- Liaises and works in partnership with external agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services and medical services, voluntary bodies.
- Liaises with class teachers. .
- Liaises with, nurseries, primary schools, colleges universities and any other schools that a pupil with SEND may transfer to or from.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Meets regularly with relevant staff about SEND issues.
- Contributes to the induction of new and newly qualified teachers about working with SEND pupils.
- Maintains efficient and effective control of the SEND budget.
- Tracks progress of pupils on the SEND register using available data.
- Encourages pupils with SEN to participate fully in the life of the college.
- Liaises with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

## **Curriculum Support Assistants**

- Should be directed by the classroom teacher to provide the correct support.
- Provide expertise in the education of pupils with SEND.
- Support SEND pupils in mainstream lessons wherever possible with a priority given to classes with a greater percentage of SEND.
- Feedback to the department any concerns that arise about a pupil's academic progress and/or health and well-being.
- Ensure that the subject staff are fully informed of pupil's needs.
- Reward pupils and give positive feedback for achievement and hard work.
- Assist in identifying need and setting targets for individual pupils.
- Ensure withdrawal programmes are relevant and pupils are making progress.
- Ensure Pupil Profiles are up-to-date and informative.
- Ensure they have a full understanding of pupils' needs, current levels and targets.
- Meet regularly with the AP Inclusion and Safeguarding and SENCO.
- Support identified pupils during exam periods.

### **Class Teachers**

- Deliver high quality teaching and excellent learning outcomes and create a climate where pupils achieve their full potential.
- Plan and work with any other adult within their learning environment.
- Make provision for SEND pupils within the classroom.
- Ensure that expectations of all pupils are high and targets are aspirational.
- Differentiate the curriculum so it is appropriate and accessible to all pupils.
- Inform the SENCO when concerns arise about a pupil's academic progress.
- Contribute to the writing of Pupil Profiles.
- Use relevant data to set appropriate learning targets for each pupil.
- Are aware of the curriculum levels, reading ages and specific learning needs of all the pupils in their classes.
- Use CSAs adequately to help move the pupils forward in their learning.
- Provide liaison sheets for Curriculum Support Assistants in class.
- Create a caring and supportive environment, which utilises all available and appropriate facilities.

### **Inclusion Mentors**

- The Inclusion Mentor will work closely with staff to address the needs of pupils and help them to overcome barriers to learning in order to achieve their potential. This may include working individually with pupils in addition to working with pupils in small groups.
- The role of Inclusion Mentor is broad and must be flexible to respond to a variety of needs and situations.
- Work with AP Inclusion and Safeguarding, SENCO, Heads of House and other relevant members of staff to identify pupils who require mentor support. Assist in identifying need and setting targets for individual pupils.
- Provide support and guidance to promote effective participation, enhance individual learning and raise aspiration.
- Ensure intervention work is relevant and that pupils are making progress.
- Keep up to date and accurate records.
- Provide support to pupils to enhance their emotional wellbeing and promote self-esteem.
- Liaising with agencies and parents in a child centred approach, fostering positive relationships.
- Feedback to relevant members of staff about any concerns that arise regarding a pupil's wellbeing.
- Support identified pupils during exam periods.

### **Parents**

- Communicate with the college regularly.
- Recognise specific needs of their child.
- Help their child to develop and improve their skills and meet targets.

### **Pupils**

- Explore their own capabilities and discover "something they are good at".
- Are active participants in their own self-development.
- Make the most of the full range of their abilities within the framework of opportunities provided.

## **EAL**

Particular care will be provided for those pupils whose first language is not English. A list of these pupils is maintained and updated regularly. Their progress is monitored across all curriculum areas in order to ascertain whether any problems arise from uncertain command of English or from special educational needs. It may be necessary to assess their proficiency in English before planning any additional support that may be needed.

## **Complaints**

If parents are not satisfied with the SEND provision being made for their child, they should talk initially to the SENCO/AP Inclusion and Safeguarding who will try to resolve the issue, if this is not possible the matter will be discussed with the appropriate Vice Principal and the SEND Governor, and any outside agencies involved.

If the matter relates to the operation of this policy and cannot be satisfactorily resolved, then the parents should address their concerns through the Complaints Procedure.

In managing parental complaints related to SEND any of the following may apply:

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the Information, Advice and Support Service (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.

## **Summary of Roles and Responsibilities**

### **Assistant Principal Inclusion and Safeguarding**

Mrs Karen Duffy

[kduffy@liverpoolcollege.org.uk](mailto:kduffy@liverpoolcollege.org.uk)

### **SENCO**

Mrs Linda Parkes

[lparkes@liverpoolcollege.org.uk](mailto:lparkes@liverpoolcollege.org.uk)

### **Assistant SENCO**

Mrs Siobhan Hine

[shine@liverpoolcollege.org.uk](mailto:shine@liverpoolcollege.org.uk)

### **Inclusion Mentors**

Mrs Nicki Styles (Secondary)

[nstyles@liverpoolcollege.org.uk](mailto:nstyles@liverpoolcollege.org.uk)

Ms Catherine Oddita-Sani (Primary)

[lbrown@liverpoolcollege.org.uk](mailto:lbrown@liverpoolcollege.org.uk)

Kate Scott (Whole College)

[kpscott@liverpoolcollege.org.uk](mailto:kpscott@liverpoolcollege.org.uk)

## **Curriculum Support Assistants**

### **Pre prep**

Sarah Bowers

Gill Foster

Elaine Warbrick

Ruth Kerr

Lize Lewis

### **Prep**

Jo Warren

Karen Scott

Deborah Roberts

Colin Stewart

### **Secondary**

Leena Traverse

Josie Barrow