

Liverpool College

SEND Local Offer



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*

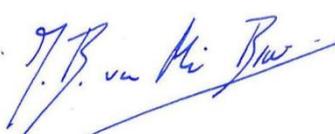
***We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*

***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.



Approved Date	1 st October 2018
Review Date	1 st October 2019
Principal	 Mr H vM Broekman

Liverpool College SEND Local Offer

How does the college know if children and young people need extra help and what should I do if I think my child has SEND?

All SEND support information is passed between the Pre Preparatory School, Preparatory School and the Upper School so that effective transition support can be planned. We liaise with all associated schools and nurseries so that individual SEND needs are shared. We are alert to emerging difficulties which may not be evident at an early age; these concerns may be expressed by parents, teachers or the children and young people themselves. These areas of concern will be highlighted to the SENCO. The SENCO works with Senior Leadership Team and teaching staff to analyse data including internal assessments and progress tracking, public examination results, standardised baseline ability tests, and analyses provided by the Fischer Family Trust. The College works closely with parents and carers. If you feel that your child has SEND please contact the SENCO directly.

The SENCO works closely with the Head of Sixth Form and liaises regularly with all staff to ensure that all needs are met. If you have any concerns please raise this as soon as possible, with the College, and a meeting with the SENCO and relevant staff will be arranged.

How will the college staff support my child?

The college prides itself on its inclusive approach to educating children and young people. All pupils, including Sixth Form, have a House Mentor who sees them every afternoon, providing an opportunity to share concerns and celebrate successes. All SEND data is available to teaching staff and other support staff such as Curriculum Support Assistants (CSAs) so that they can meet the needs of all pupils within the classroom. The Additional Resource Centre (ARC) in the secondary phase is available for SEND pupils at break and lunch times: this is an informal space where pupils can socialise or do homework, and CSAs are available in the ARC during those times.

All pupils with additional needs have a Pupil Profile, these documents inform staff of pupils needs and highlight strategies to be able to meet these needs within the classroom. Parents and pupils play a vital role in contributing to the profiles. The profiles are reviewed throughout the year and adjustments are made.

Identified pupils are given additional literacy and maths support across the age range.

Pupils with a reading age below their chronological age are able to access the Accelerated Reading programme in both the secondary and primary phase. Identified pupils have additional reading support and can access Accelerated Maths in the primary phase.

Key Stage 1 pupils are given additional support in phonics.

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

All pupils are taught in mainstream classes with the focus on quality first teaching to include differentiation to meet individual needs. In some instances the curriculum is differentiated to meet specific needs. Pupils who require in-class support are supported in lessons to enable them to access the classes. Those who are falling below nationally expected targets and those who are not meeting their own individual targets will be given specific intervention in mathematics, science, English and humanities. This is managed by class teachers in the Primary phase or teaching staff within Faculties in the Senior School. Additional learning support sessions are given to pupils whose learning difference means that they need more specific guidance and structured support. For secondary pupils, where necessary, a modified timetable can be arranged to focus on core learning aims.

Specialist outreach support is available for pupils who are identified as requiring additional and more specialised support.

Admission into Sixth Form will include discussion with all relevant parties about meeting the needs of individuals.

What support will there be for my child's overall wellbeing?

The college operate a House system where all pupils are assigned a House which acts as a form base to provide pastoral support and promote positive behaviour. In the secondary phase, SEND and vulnerable pupils are able to use the Additional Resource Centre during break and lunch time. This offers them a quiet place for improving social skills, and is staffed by the Inclusion Mentors and CSAs. Any individual wellbeing issues are recorded and communicated to the SENCO, AP Inclusion and Safeguarding and head of house.

The college has 3 inclusion mentors; they are available to support pupils with social emotional and mental health needs as well as supporting those pupils who are struggling to access parts of the curriculum.

Intervention is in place to provide low level, low risk therapeutic support; identified pupils will access this support over a period of 8 weeks.

Breakfast and after school clubs are available in the primary phase, and homework clubs take place after school in the secondary phase.

If your child has medical needs you will be invited, with health care providers, to contribute to a Health Care Plan.

Where necessary, college will refer to specialist outside agencies for further support and guidance.

YPAS are fully involved across all phases of the college and identified pupils can access their support.

The college prides itself on its use of PPC awards; the awards give all pupils opportunities to shine in different ways.

Year 7 pupils experience a shared dining experience at lunch time, this aims to promote the development of social skills and interaction.

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

College work with outside agencies including: speech and language therapists; CAMHS; YPAS; educational psychologists; specialist teacher advisors; NHS support services; outreach workers from specialist provision.

All access arrangement assessments are done in college by a qualified assessor.

When discussing with you the support available for your son or daughter we will use the Local Offer to look at what services are available in the area.

What training do the staff supporting children with SEND have or are having?

College ensures that all staff regularly access on-going professional training and development including SEND strategies and differentiation. Staff training to meet the needs of specific pupils is run in school by the SENCO and AP Inclusion and Safeguarding. All CSAs are encouraged to access Level 3 qualifications in the appropriate field.

All information and advice about pupils' additional needs is readily available for all staff on the secure network.

All staff receive regular safeguarding training.

Relevant teachers receive first aid training and some staff are trained in the use of positive handling techniques.

Relevant members of staff receive specific training from specialist outside agencies including:

- The sensory service
- Physiotherapy service
- Speech and Language

- SENISS
- Occupational Therapy
- Health

A more detailed analysis and a list of qualifications are provided on our SEND information report.

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

At the College we have a comprehensive range of extra-curricular activities including a wide range of sports, music and drama, CCF and the Duke of Edinburgh Award Scheme. All pupils participate in activities. If pupils require additional support this is provided. All pupils are included in school trips. If support is required to access a trip, including financial support, it is provided where possible.

How accessible is the college environment?

The site is difficult to access by pupils who are wheelchair users and those with mobility issues. The College has made reasonable adjustments and improved access to the physical environment of the school and all new buildings are DDA compliant. The college has strong links with sensory services and seek their expertise and advice for individual pupils.

How will the college prepare and support my child to join the school?

Parents and pupils are invited to visit the college to discuss any SEND needs before applying to the College. We liaise with feeder schools and nurseries to ensure that all SEND information is shared so that appropriate SEND support can be planned. Pupils whose SEND need means that they would benefit from additional visits are accommodated by the SENCO. The SENCO attends transition events organised by the local authority and the College organises additional transition events for identified pupils and provides a transition booklet to support pupils.

Pre prep organises a Teddy Bears Picnic for those pupils joining us in reception. Rigorous transition work is carried out across all phases to ensure that information is passed on.

How are the college's resources matched to the children's need?

The College makes decisions on the allocation of resources based on the needs of individual pupils. Where a pupil has an EHC plan they will receive support according to the plan. For other SEND needs support is offered in the following ways: differentiated in class teaching; provision mapping and the use of identified strategies for learning; small group sessions for literacy, numeracy and science; CSA support in class; mentoring.

Outreach support is sought for identified pupils.

EHAT meetings are held for individual pupils and families to ensure that pupils are receiving the appropriate support.

Resources are reviewed and adapted to suit the changing needs of pupils through monitoring, assessment, pupil voice and involvement of parents/carers.

Our Sixth Form Tutors support pupils with IAG (Information Advice and Guidance) and preparation for Higher Education or work through lectures, group and 1-1 tutorials.

How is the decision made about what type and how much support my child will receive?

All support needs are discussed regularly with pupils, parents/carers, class teachers, Sixth Form tutors, Heads of House, Heads of Faculty, SMT and the SENCO. Decisions about support are made with the pupil's needs at the centre of the discussion. If support or intervention is required we discuss this with the pupils and parents. For higher levels of needs the college applies to the relevant local authority for additional funding. Parents/carers are involved in the application process.

How are parents involved in the college? How can I be involved?

The College holds regular parent meetings throughout the year across all phases.

The College operates an open door policy and prides itself on its communication with parents and carers.

Early transition meetings and visits are available for all parents of prospective pupils with additional needs.

Parents are welcome to come and meet with the Heads of House, Heads of Faculty, teaching staff, AP Inc and Safeguarding and the SENCO to discuss how they can help and support their child and also to offer suggestions for improvement in support.

Parents of Sixth Form pupils are invited to take part in regular discussions with both the academic staff and House Mentors.

Who can I contact for further information?

Mr Hans van Mourik Broekman (Principal) principal@liverpoolcollege.org.uk

Mrs A Haynes (Vice Principal: Teaching, Learning & Curriculum) ahaynes@liverpoolcollege.org.uk

Mrs K Duffy (Assistant Principal Inclusion and Safeguarding) kduffy@liverpoolcollege.org.uk

Mrs L Parkes (College SENCO) lparkes@liverpoolcollege.org.uk

Mrs S Hine (Assistant SENCO/Inclusion Mentor) shine@liverpoolcollege.or.uk

Mrs N Styles (Inclusion Mentor) nstyles@liverpoolcollege.org.uk

Ms C Odita-Sani (Inclusion Mentor) codita-sani@liverpoolcollege.org.uk

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