



# Liverpool College

## SEN Information Report



### **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	7 <sup>th</sup> December 2017
Review Date	7 <sup>th</sup> October 2018
Principal	 Mr H vM Broekman

# SEND Information Report

September 2017

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

Assistant SENCO: Siobhan Hine [shine@liverpoolcollege.org.uk](mailto:shine@liverpoolcollege.org.uk)

SEND Governor: Dr Sally Carr

Vice Principal: Alison Haynes [ahaynes@liverpoolcollege.org.uk](mailto:ahaynes@liverpoolcollege.org.uk)

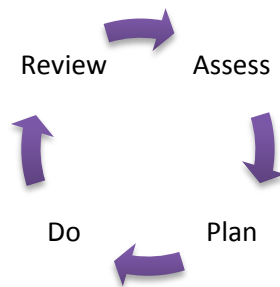
Local Offer Contribution: If you have a specific question about the [Liverpool Local Offer](#) please look at <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

## Our Approach as a School:

---

High quality-first teaching and additional interventions are defined through our person-centred planning approach across the college contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

### Assess:

We have a robust system of identification of pupils who have SEND which we use as a starting point to inform our strategies to meet individual pupil needs.

These include:

- Visiting all feeder schools and nurseries to meet with staff to discuss pupils who have been identified as having SEND.

- Inviting parents of pupils with SEND to meet with us to discuss the needs of their child.
- Reviewing all individual primary/nursery pupil documentation to ensure accuracy of SEND.
- Baseline assessment of all pupils.
- Clear lines of communication with teaching staff, Heads of Faculty and Heads of Year to ensure that pupil concerns are shared.
- Formal assessment of pupil progress at three points during the year.

**Plan:**

- Lessons are differentiated to meet the needs of pupils in the class. The learning for all pupils is based upon the college's curriculum with its various pathways designed to meet the differing learning needs and abilities of our pupils.
- Where it is decided to provide additional pupil support parents will be notified. All teaching staff, Learning Support Assistants and Learning Mentors will be made aware of your son or daughter's learning needs and are assisted by the SEND team to plan how their needs will be met.

**Do:**

- SEND team working closely with the SENCO, class and subject teachers will be responsible for ensuring your child makes good progress. Additional support may be delivered by Learning Support Assistants and specialist outreach teachers. Your consent will be obtained before specialist support is requested for your son or daughter. Examples of our differentiated curriculum include:
  - Extra literacy and/or numeracy sessions
  - KS4 alternative provision and varied routes through the option process in Year 9
  - Input from Learning Mentors and/or LSA/TALSA support within lessons
  - Support from external providers such as The Educational Psychology Service, Speech and Language Therapy and SENISS.
  - Catch Up – Literacy and Numeracy – Nurture groups, Accelerated Reader programme and Accelerated Maths
  - INSET training for all staff relating to differentiation

## **Review:**

Pupils are regularly reviewed throughout the year. Normal school monitoring through termly reports assess progress of all pupils. The SEND team liaises with Heads of Year and all staff to ensure that pupils with SEND make progress.

All pupils with an Education, Health and Care Plan (EHCP) are formally reviewed annually by the SENCO. Parental/pupil voice is taken into account during this process.

Having consulted with children, young people and their parents, all our additional provision is based on agreed outcomes that are discussed with the professionals that offer support to the child.

## **SEND Needs:**

---

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
  - Lunch and break time clubs
  - Buddy system
  - Support from Learning Mentor
  - Social skills group (primary)
  - Regular outreach support from SENISS
  - Staff training from specialist providers
  - Support from Speech and Language Therapists
  - Educational Psychology involvement
  - Alternative provision
2. Cognition and learning
  - Quality-First Teaching
  - Differentiated curriculum
  - Exam Access Arrangements
  - Strategic deployment of LSAs
  - SEND Homework clubs
  - Accelerated Reading Programme
  - Reading buddies (primary)
  - Staff training
  - Literacy and numeracy intervention
  - Educational Psychology involvement
  - SENISS support (primary)
  - Childwall Abbey literacy outreach support (primary)
  - Alternative provision
3. Social, emotional and mental health
  - Learning Mentor support
  - Break and lunch time provision
  - Pastoral Support staff
  - Therapeutic emotional support
  - Regular contact with CAMHS workers
  - CAMHS Link work

- YPAS support
- Educational Psychology involvement
- Educational Welfare Officer
- Social Services support
- Family Support workers
- Bereavement counsellor
- Behaviour Management Outreach support
- Alternative provision
- Counselling Psychotherapy support
- Peer Mentoring via Merseyside Youth Association (MYA)
- Alternative provision

#### 4. Sensory and/or physical needs

- Support from the Sensory Service
- Physical adjustments within the school environment
- Support from ACE
- Specific staff training
- LSA support
- Occupational Therapy support
- Physiotherapy
- Alternative provision

Further details regarding support of an SEND nature can be found in the SEND policy at [www.liverpoolcollege.org.uk](http://www.liverpoolcollege.org.uk)

As of September 2017, we have 136 pupils on the SEND register. 11 of these have an EHC Plan or a Statement of SEN.

We have internal processes for monitoring quality of provision and assessment of need. These include observation of lessons, learning walks and work scrutiny as part of Teacher Professional Development, Teaching Assistant observations, the reporting of pupil progress to parents throughout the year and regular training for all staff.

### **Working in Partnership with children, young people and their parents**

---

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' evenings	SEND team, parents, form tutors, class/subject teachers, pupils	Annually
Pupil Profile updates	Pupils, parents, SEND team	Annually and reviewed throughout the year
Informal contact with parents	SEND team, parents	As necessary
Review of progress of pupils receiving SEND Support	SEND team, heads of school, class/subject teachers, pupils, parents	Termly
Coffee mornings (primary)	Parents, learning mentor, LSAs, teachers, SEND team	Termly
Information/introduction meeting	SEND team, parents	Annually
EHCP review	SEND team, pupils, parents,	Annually

	key staff	
--	-----------	--

## Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
LP	SEND	BA Hons, PGCE, National Award for SEN
SH	SEND	BA Hons, PGCE, PG Cert (SEN), PG Dip (SEN), MA (SEN) , Msc (Psychol.)
NS	Learning Mentor, therapeutic support	BA Hons, Level 2 Counselling,
LB	Learning Mentor, therapeutic support	BA Hons, Level 3 Education and Training,
KS	Therapeutic emotional support	Diploma in therapeutic Counselling (pending Cert), Train the trainer (PTC), Level 3 Certificate in Counselling, Certificate in Counselling and Communication Skills, Certificate of Higher Education in Social Science, Level 5 Certificate of Professional Development in Working with Children and Young People, NVQ Level 3 Early Years Care and Education, NVQ Level 2 Early Years Care and Education.
LB, LT, PM, PB	LSAs	Various
MM	SEN Support Part time (0.2)	B.Ed Hons, PGCE, Diploma in SEND, M.Ed

Since the last Information Report, we put additional training into Quality First Teaching across the whole school and our SENCO attended the School Improvement Liverpool SEN Briefings in November and March. LSAs have been on courses to develop their understanding of different areas of need. Whole college training has included:-

- Reflective Practice
- Questioning techniques
- Graduated Approach to enhance an inclusive environment
- Teaching skills around key SEN needs such as ADHD or attachment disorder

## Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

LSA support in secondary is focused on core subjects initially and their remaining time is deployed according to need. Primary LSA support is deployed where there is the greatest need. Some LSAs lead additional literacy and numeracy sessions.

Learning mentors offer 1-1 and small group sessions for identified pupils. A Homework Club is provided by SEND staff. Pastoral staff in the senior school offer a 'quiet room' for students on the SEND register.

### **School External Partnerships and Transition Plans**

---

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we supported children and young people with their transition to the next phase in education or employment.

Our approach involved our primary liaison Team working with feeder schools to gather information on new Reception, Year 3 and Year 7 pupils. A Yr 6 open day and attendance at transition meetings at various schools and nurseries ensured that we could get a detailed overview of all new pupils.

We closely monitor children and young people's destination data.

### **Complaints**

---

Our complaints procedure is available from Liverpool College on request; it is also highlighted in the SEND Policy.

### **Further development**

---

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Review of staffing structure
- Continued professional development for LSAs
- Increasing positive parental engagement
- Increasing pupil engagement in, for example, the creation of pupil profiles
- Lesson observations, work scrutinies and learning walks focussing on specific pupils to help inform teachers
- Evaluation of data to demonstrate impact on learning
- Increased centralisation of data e.g. SIMS
- Learning environment monitoring
- 

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Local Offer
- Equal Opportunity Policy
- Safeguarding Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014 ( in particular the Code of Practice 2015)
- Equality Act 2010
- Mental Capacity Act 2005