

Liverpool College

Special Educational Needs and Disabilities (SEND) 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 Primary and Secondary Phase, Boarding, Breakfast Club and after school activities



Approved Date	08/12/2025
Review Date	08/12/2026
Principal	Mrs A Haynes

Special Educational Needs and Disabilities (SEND) Policy

This policy complies with the statutory requirements laid out in the Statutory Special Educational Needs and Disability Code of Practice (2015) and the following legislation:

- Department for Education and Department for Health (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- Children and Families Act 2014 Part 3 which sets out schools' responsibilities for pupils with SEN and disabilities.
- Teacher Standards (2012)
- Equality Act (2010)

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 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 during the academic year.

Where a pupil has SEND, 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 2015)

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.
- To adopt a whole college approach to SEND and where appropriate SEND pupils are fully integrated in mainstream classes.
- To adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and provisions made 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 adapted 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 all 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 actively encourage all pupils to track their own progress, recognise their achievements and review their learning.
- 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 (2015) 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

Liverpool College recognises the definition of SEND:

'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 2015)

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 SEN Code of Practice 2015 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 is requested 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 ARP Inclusion working closely with staff across all stages to monitor the achievement and progress of pupils with additional needs using data from school wide assessments:
 - baseline tests
 - NFER tests
 - KS1 and KS2 SATS
 - Foundation Baseline Testing
 - MIDYIS tests in Year 7
 - GL Pass tests in Years 7 and 8
 - NGRT reading tests Years 7-11
 - 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 SEND 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.

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

- 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, parental input and information provided by the previous setting. 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 SEND 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 an adapted curriculum

- in-class support from Learning Support Assistants
- interventions from Inclusion Mentors
- liaising with specialists as part of an intervention programme
- access to and support from outside agencies.

Adapting the Curriculum and Learning Environment

All pupils have 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 adapted 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 are Building Regulations Part M Compliant.**

Relevant information is shared with parents/carers of pupils with additional needs or with an Education Health and Care Plan (EHC Plan). They receive 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 possibly needing SEND support the College will endeavour to gain a clear understanding 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, where appropriate, 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.
- Academic progress is reviewed regularly in line with the assessment policy to ensure that the nature of the provision is appropriate.

Plan

- Parents are notified if their child is receiving SEN Support from an outside professional.
- In Pre-Prep and Prep, review dates will be in line with whole school parents' evenings and through review meetings organised by the SENCO and the Head of Primary.
- All teaching staff will be made aware of individual needs and recommended teaching strategies through individual pupil profiles.

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.
- 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.

Education Health Care (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 or Deputy SENCo will organise and lead these reviews and invite:

- the pupil's parents/carers
- the pupil where appropriate
- the relevant teachers or gather information from class teachers
- a representative of the Local Authority where appropriate
- 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, 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. 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 Carer

- 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.
- Parents are encouraged to communicate openly with the College in a timely way should they have any concerns regarding their child/young person.
- At all stages of the SEN process the College endeavors to keep parents/carers informed and involved. 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.

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.

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:

- College Mental Health Lead
- Inclusion Mentors
- Referrals to external agencies such as CAMHS/YPAS
- Low level, low risk therapeutic support programme.

Monitoring and Evaluation

Liverpool College has a designated SEND Governor, 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 understand 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

The Inclusion Team facilitate school-based Continued Professional Development (CPD) and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

All teaching staff attend specific SEND CPD/training courses identified by the Inclusion Team. Specialist teachers and outside agencies run bespoke training courses on specific areas of needs.

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 LSAs in the PrePrep and Prep School regarding children with additional needs 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/Head of School. The information report provides an overview of current training and qualifications.

Funding

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. The Assistant Principal (Inclusion) 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 Assistant Principal (Inclusion), SENCO and Deputy 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 and KS5 examinations, applications are made to JCQ at the beginning of Year 11, 12 and 13. Applications are made for those pupils who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. It should 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 sign the Form 8. The completed Form 8 is needed for the application of Access Arrangements by the Deputy SENCO. Access arrangements are made on an individual basis and therefore if you have any queries, please contact our College SENCO/Deputy 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. It should also be noted that there is a JCQ published deadline each academic year for the application of access arrangements. Parental requests regarding access arrangements after this date can therefore not be accommodated.

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. These are applied for by the Head of Primary in collaboration with the SENCO.

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.

Assistant Principal (Inclusion)

- The Assistant Principal oversees the SEND provision throughout the school and is the Line Manager for the 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.
- 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.

SENC0/Deputy SENCO

- Works in collaboration with teaching staff to identify those who may need additional support.
- 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.
- Liaises 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.

- Lliaises with class teachers.
- Lliaises 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.
- Tracks progress of pupils on the SEND register using available data.
- Encourages pupils with SEN to participate fully in the life of the college.
- Lliaises with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

Learning Support Assistants

- Should be directed by the classroom teacher to provide the correct support.
- Support SEND pupils in mainstream lessons. Priority is given to pupil's with EHCPs in line with the provision outlined.
- Feedback to the SENCO/Deputy SENCO any concerns that arise about a pupil's progress and/or health and well-being.
- Reward pupils and give positive feedback for achievement and hard work.
- Assist in identifying needs for individual pupils.
- Facilitate intervention programmes and monitor if pupils are making progress.
- Collaborative on the production and reviews of Pupil Profiles to ensure that they 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, SENCO and Deputy SENCO.
- Attend Annual Review meetings when appropriate.
- 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.
- Adapt 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.
- Are aware of the curriculum levels, reading ages and specific learning needs of all the pupils in their classes.
- Work collaboratively with LSAs to ensure targeted, effective support that accelerates pupils' progress and promotes independence in learning.
- Create a caring and supportive environment, which utilises all available and appropriate facilities.

College Mental Health Co-ordinator

The role of school's Mental Health Coordinator at Liverpool College is crucial in fostering a supportive and inclusive environment for all students, particularly those with SEND. This role involves;

- Leading and coordinating efforts to promote mental well-being across the school community
- Providing early intervention, and working closely with SEND teams, teachers, parents, and external agencies.

In Liverpool, the "Whole School Approach to Mental Health" emphasizes embedding mental health into the heart of school culture, ensuring that mental well-being is a priority for all students, including those with SEND. This approach includes training staff, engaging students, and working collaboratively with local mental health services to provide comprehensive support, which aligns with the national goals of addressing both the academic and emotional needs of children with SEND.

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 the AP Inclusion, SENCO, Deans 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.
- To lead on Early Help Assessment Tool and Team around the Family meetings

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.

Complaints

If parents are not satisfied with the SEND provision being made for their child, they should talk initially to the SENCO/Assistant Principal Inclusion who will try to resolve the issue, if this is not possible the matter will be discussed with the appropriate Vice Principal in the first instance. 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 Special Educational Needs and Disabilities Information, Advice and Support Service).
- 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

Mrs L O'Meara Day

SENCO

Mrs K Crook

Deputy SENCO

Miss J Crosby

College Mental Health Co-ordinator

Mrs K Scott

Inclusion Mentors

Ms C Odita-Sani (Secondary)

Ms B Duffy (Secondary)

Mr A Hall (Secondary)

Ms R Morgan (Primary)

Linked Policies

PD07 Behaviour Management

TL06b SEND local Offer

TL06c SEND information report

TL05 – EAL Policy