



# Liverpool College

## SEND 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 Primary and Secondary Phase, Boarding, Breakfast Club and after school activities.*



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Principals		Mrs A Haynes

# SEND Information Report

September 2024

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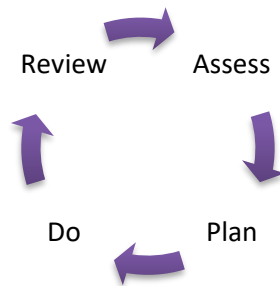
Local Offer Contribution: If you have a specific question about the [Liverpool Local Offer](https://liverpool.gov.uk/liverpool-local-offer/) please look at <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

## Our Approach as a School:

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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 TL01)

### 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 Houses 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 the pupils' learning needs and are assisted by the Inclusion Team to plan how their needs will be met.

**Do:**

The Inclusion team working closely with the SENCO, class and subject teachers will be responsible for ensuring pupils make good progress. Additional support may be delivered by Learning Support Assistants (LSA) and specialist outreach teachers. Parents/carers consent will be obtained before specialist support is requested. Examples of our differentiated curriculum include:

- Extra literacy and/or numeracy sessions.
- KS4 pathways to provide appropriate curriculums and varied routes through the option process in Year 9.
- Input from Inclusion Mentors and/or LSA support within lessons.
- Support from external providers such as the Educational Psychology Service, Speech and Language Therapy and SENISS.
- Accelerated Reader programme, Fresh Start and the Wellcomm language programme.
- KS3 Nurture Classes.

## **Review:**

Pupils are regularly reviewed throughout the year in line with whole school procedures. Normal school monitoring through termly reports assess progress of all pupils. The Inclusion team liaises with the Deans, Heads of Primary 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. 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:**

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

### **1. Communication and interaction**

- Lunch and break time clubs
- Support from Inclusion Mentor
- Social skills group
- Regular outreach support from SENISS
- Support from Speech and Language Therapists (SALT)
- ADDvanced Solutions (ADHD and ASD)
- Educational Psychology involvement
- Active TT
- Alternative provision
- Wellcomm Language programme
- Seedlings.

### **2. Cognition and learning**

- Quality-First Teaching
- Adapted curriculum (e.g. Nurture Class)
- Exam Access Arrangements
- Strategic deployment of LSAs
- Day Boarding
- Accelerated Reading Programme
- Small groups (eg phonics, social skills etc)
- Literacy and numeracy intervention
- Educational Psychology involvement
- SENISS support
- Alternative provision.

### **3. Social, emotional and mental health**

- Inclusion Mentor support
- Break and lunch Club
- Modified curriculum
- Pastoral Support staff
- Therapeutic emotional support

- CAMHS Link work
- YPAS support
- NSPCC
- Educational Psychology involvement
- Educational Welfare Officer
- Social Services support
- Schools Family Support
- Bereavement counsellor
- Behaviour Management Outreach support
- Reducing Youth Violence Team
- Oakleaf Bereavement Service
- Alternative provision
- School nurse
- Cross-phase engagement (e.g. Forest School)
- Counselling Psychotherapy support
- Peer Mentoring via Merseyside Youth Association (MYA)
- CCF and other in-house leadership opportunities
- EWO (Education Welfare Officer)
- Alternative provision
- On-line Learning (e.g. Nisai).

#### **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). Please go to parents and pupils, key information and planner and then click on policies.

We have an Accessibility Plan that covers the following 3 areas:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the College's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services the College provides.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils with disabilities.

We have internal processes for monitoring quality of provision and assessment of need. These include:

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- Observation of lessons
- Learning walks and work scrutiny as part of Teacher Professional Development
- The reporting of pupil progress to parents throughout the year
- Regular training for all staff.

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## SEND Breakdown July 24

There are currently 301 students at Liverpool College on the SEND Register. This includes students with an EHCP or on SEN support.

Phase/Support	EHCP	SEN support	Total
Pre-Prep	9	31	40
Prep	19	61	80
Secondary	62	138	200
Sixth Form	1	26	27

4.3% of all pupils in schools in England have an EHCP. Liverpool College is above the National Average with 5.5% on an EHCP.

A further 13% of all pupils in England have SEN support. Liverpool College is above the National Average with 21% on SEN support.

## SEND register change

	July 2019	May 2021	September 2021	June 2022	July 23	July 24
Number of EHCP Students	10	24	29	36	58	91
Number of students on SEN Support	103	239	245	248	243	256

## Categories of Need

Categories	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Pre-Prep	8	24	4	4
Prep	28	37	11	4
Secondary	91	51	41	16
Sixth Form	10	8	5	4
Whole School	137	120	62	28

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## Attainment and Progress of SEND pupils 2023-2024

### GCSE Results 2024:

Pupils on the SEND register collectively scored a -0.23 Progress 8 score.

There were 10 students with an EHCP with an overall Progress 8 score of -0.47.

The whole cohort achieved a Progress 8 score of +0.29.

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## Key Stage 1 and 2 results

### KS1

<b>2024</b>	<b>SEN at or above EXS (15/84)</b>	<b>Pupil premium at or above EXS (12/84)</b>	<b>EAL at or above EXS (14/84)</b>	<b>PLAC/LAC at or above EXS (3/84)</b>
<b>Reading</b>	60%	75%	71%	67%
<b>Writing</b>	27%	33%	64%	67%
<b>Mathematics</b>	60%	75%	93%	67%

### KS2

<b>2024</b>	<b>SEN at or above EXS (24/85)</b>	<b>Pupil premium at or above EXS (14/85)</b>	<b>EAL at or above EXS (6/85)</b>	<b>PLAC/LAC at or above EXS (8/85)</b>
<b>Reading</b>	50% (12/24)	57% (8/14)	33% (2/6)	50% (4/8)
<b>Mathematics</b>	63% (15/24)	57% (8/14)	50% (3/6)	50% (4/8)
<b>SPAG</b>	54% (13/24)	57% (8/14)	50% (3/6)	50% (4/8)
<b>Writing</b>	58% (14/24)	64% (9/14)	33% (2/6)	63% (5/8)

## 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, Assistant Deans	Annually and reviewed throughout the year
Informal contact with parents	SEND team, parents, Deans and Assistant Deans	As necessary
Review of progress of pupils receiving SEND Support	SEND team, Deans, class/subject teachers, pupils, parents	Termly
Information/introduction meeting	SEND team, parents	Annually
EHCP review	SEND team, pupils, parents, key staff	Annually

## 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
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KD	Inclusion and Safeguarding	MA (Cantab), PGCE, National Award for SEN, PG Cert (SEN)
KC	SEND	BSc Hons, PGCE, National Award for SEN
JC	SEND	BSc Hons, PGCE, Certificate of Psychometric Testing, Assessment & Access Arrangements, National Award for SEN
COS	Inclusion Mentor,	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.
HD	Inclusion Mentor	NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools, Level 2 Childcare and Education.
AH	Inclusion Mentor	MPhys (Lancaster), PGCE

Since the last Information Report, we continue to add additional training for Quality First Teaching across the whole school and our SENCO attended the School Improvement Liverpool SEND Briefings and Primary Consortia meetings. LSAs have been on courses to develop their understanding of different areas of need. Training across the college has included: -

- ADHD and ASD Training for all Instructional staff
- APD and executive functioning
- Dyslexia
- Attachment and Trauma
- Pre-Key Stage assessment (primary)
- Sensory Awareness (primary)
- Speech and Language needs (primary)
- Teaching strategies around key SEN needs such as ASD or attachment disorder
- Adaptation of the Behaviour and Rewards Policy to be flexible towards SEND pupils.

### **Staff deployment**

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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 be prepared for adulthood from the earliest possible age.

LSA support is predominately allocated to those students with an EHCP. LSA support in secondary is focused on core subjects for those students who have EHCPs 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.



Inclusion mentors offer 1-1 and small group sessions for identified pupils.

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

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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 Year 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**

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

## **Further development**

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

- Key staff in all areas of the College will be able to assist in the "Assess, Plan, Do, Review" cycle for children with SEND.
- Effective and efficient deployment of LSAs and 1:1 support across the College.
- Chapter 7 and 8 Nurture Group Curriculum will offer pupils a relevant and appropriate curriculum for their levels of need.
- Key Stage Four accessible curriculum further developed for those struggling to access current GCSE options.

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

- TL06a SEND Policy
- TL06b Local Offer
- EO02 Equal Opportunity Policy
- EO01 Accessibility Plan, Part 1 and Part 2
- CP01 Safeguarding and Child Protection Policy
- TL01 Teaching and Learning
- TL02 Curriculum

## **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