

# Liverpool College

## Special Education Needs and Disabilities (SEND) Local



### **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.*



## **Offer**

|               |                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------|
| Approved Date | 28 <sup>th</sup> September 2024                                                                         |
| Review Date   | 28 <sup>th</sup> September 2025                                                                         |
| Principal     | <br><br>Mrs A Haynes |

## **Liverpool College**

### **Special Educational Needs and Disabilities (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 primary and secondary phase including Sixth Form 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 the Assistant Principal for Inclusion and Safeguarding and wider Senior Leadership Team and teaching staff to analyse data including internal assessments and progress tracking, public examination results, standardised baseline ability tests. The College works closely with parents and carers.

If you feel that your child has SEND, please contact the SENCO directly 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 those in the Sixth Form, have a House Mentor who sees them every morning and afternoon, providing an opportunity to share concerns and celebrate successes. All SEND data is available to teaching staff and other support staff such as Learning Support Assistants (LSAs) so that they can meet the needs of all pupils within the classroom. The Learning Support Centre and the Character Centre in the secondary phase are available for SEND pupils who may need additional support during the school day and Inclusion Mentors are available to assist. In the Primary Phase, the Inclusion Mentor has a designated room created to support children with additional needs.

All pupils with additional needs on the SEND register have a Pupil Profile. These documents inform staff of pupils needs and highlight strategies designed to meet these needs within the classroom. Parents and pupils, where appropriate, play a vital role in contributing to the profiles. The profiles are reviewed throughout the year and adjustments are made when needed.

Pupils with a reading age below their chronological age are able to access the Accelerated Reading programme in both the secondary and primary phase. Read, Write, Inc is also used to support literacy in the Primary Phase and Catch Up Maths for numeracy. Other inventions may include touch typing, fine motor skills development, social language skills and Lego therapy.

PrePrep pupils are given additional support in phonics, speech and language and Learning Mentor support where appropriate.

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

All pupils experience quality first teaching which includes differentiation to meet individual needs. In some instances, the curriculum is differentiated to meet specific needs. Pupils with an EHCP 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 and teaching staff within Faculties in the Senior School.

In Key Stage 4 we offer a Skills Pathway for pupils which includes a blend of core GCSE subjects and BTECs.

Specialist outreach support is available for pupils who are identified as requiring additional and more specialised support. We have established a Curriculum Access Class in core subjects for children in Year 7 working significantly below their peers.

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

The College operates a Chapter system whereby each Chapter has a pastoral lead known as a Dean. Within in each year group, there is a house system where all pupils are assigned a House and House Tutor. Each year follows an age appropriate Personal Development Programme led by the House Tutor.

In the primary phase the class teacher provides this support.

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.

In the secondary phase, SEND and vulnerable pupils are able to use the Learning Support Centre during break and lunch time. This offers them a quiet place for improving social skills, and is staffed by the Inclusion Mentors. We have a well-resourced room which provides space for identified pupils to work with an Inclusion Mentor on a range of issues designed to improve their well-being. Any individual wellbeing issues are recorded and communicated to the SENCO, AP Inclusion and Safeguarding and Chapter Dean. In the primary phase the pupils may have individual sessions with the Inclusion Mentor.

The College has three Inclusion Mentors who 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. A fourth Inclusion Mentor is available in secondary to provide academic support in the Character Centre.

There is a graduated intervention system in place in the College for pupils with social and emotional difficulties. Inclusion Mentors provide ongoing low level, low risk therapeutic support for pupils who are referred to them by staff, parents or the pupils themselves.

Where a high level of support is required the College Mental Health Co-ordinator will consider and co-ordinate the most relevant provision.

Seedlings provide support in the primary phase. YPAS run a well-being clinic on site to provide support for identified pupils over a period of 8 weeks in the secondary phase. The Mental Health Independent Support Team provide direct support into the college, providing early intervention for children with low-level/emerging anxiety, low mood, phobias and related challenges. This support may can be delivered through 1:1 sessions with one of our practitioners, group-work or in PrePrep

work with parents/carers. We are also able to refer children with complex or urgent needs to CAMHS.

Breakfast and after school clubs are available in the primary phase, and Day Boarding can be accessed by secondary pupils.

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.

### **What specialist services and expertise are available at or accessed by the College?**

The College works with outside agencies including:

- speech and language therapists;
- CAMHS
- YPAS
- Educational Psychologists
- Specialist Teacher Advisors
- NHS support services including the School Health Team
- Outreach Workers from Specialist Provision.

All access arrangement assessments are performed in College by a qualified assessor, the Deputy SENCo and the College works hard to ensure that children with identified Access Arrangements are suitably accommodated.

When discussing with you the support available for your son or daughter, parents can access 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?**

Liverpool 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 LSAs 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 appropriate and timely 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 appropriate outside agencies including:

- The Sensory Service
- Physiotherapy service
- Speech and Language
- SENISS

- Occupational Therapy
- Health.

### **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, where practicable, 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 contact the SENCO to discuss any SEND needs. 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.

PrePrep 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 the college endeavours to provide the support stated in the plan. For other SEND needs support is offered in the following ways: differentiation in class teaching; the use of identified strategies for learning; small group sessions for literacy, numeracy and science; LSA support in class; mentoring.

Outreach support is sought for identified pupils.

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.

The College has a qualified Careers Advisor on-site to help pupils consider their future progression in education and the world of work.

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

Support needs are discussed with pupils, parents/carers, class teachers, Sixth Form tutors, Heads of House, Heads of Faculty, SLT 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 students have an EHCP and the Local Authority agree the level of funding.

## **How are parents involved in the College? How can I be involved?**

The College holds regular parent meetings throughout the year across all phases 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 Chapter Dean, Heads of Faculty, teaching staff, Assistant Principal for Inclusion 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 Tutors.

## **Who can I contact for further information?**

Mrs A Haynes (Principal) [principal@liverpoolcollege.org.uk](mailto:principal@liverpoolcollege.org.uk)

Mrs S Lines (Vice Principal: Head of Secondary School) [slines@liverpoolcollege.org.uk](mailto:slines@liverpoolcollege.org.uk)

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

Mrs A Pease (Vice Principal: Head of Primary School) [apease@liverpoolcollege.org.uk](mailto:apease@liverpoolcollege.org.uk)

Mrs K Crook (College SENCO) [kcrook@liverpoolcollege.org.uk](mailto:kcrook@liverpoolcollege.org.uk)

Ms J Crosby (Deputy SENCO) [jcrosby@liverpoolcollege.org.uk](mailto:jcrosby@liverpoolcollege.org.uk)

Mrs K Scott (College Mental Health Co-ordinator) [kpscott@liverpoolcollege.org.uk](mailto:kpscott@liverpoolcollege.org.uk)

Ms C Odita-Sani (Secondary Inclusion Mentor) [codita-sani@liverpoolcollege.org.uk](mailto:codita-sani@liverpoolcollege.org.uk)

Mr A Hall (Secondary Inclusion Mentor) [ahall@liverpoolcollege.org.uk](mailto:ahall@liverpoolcollege.org.uk)

Ms B Duffy (Secondary Inclusion mentor) [bduffy@liverpoolcollege.org.uk](mailto:bduffy@liverpoolcollege.org.uk)

Ms H Deer (Primary Inclusion Mentor) [hdeer@liverpoolcollege.org.uk](mailto:hdeer@liverpoolcollege.org.uk)

School telephone number: 0151 724 4000.