

# Special Educational Needs and Disabilities (SEND) Information Report

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**ST EDWARD'S  
COLLEGE**  
LIVERPOOL

## Mission Statement

*'As a Christian community, St Edward's College aims to provide a broad and challenging education and a stimulating environment in which individuals are encouraged to fulfil their own potential'*

The Special Educational Needs and Disability Policy reflects this ethos and it underpins all we do.

We aim to promote the successful inclusion of pupils/students with special educational needs and disabilities. We are committed to offering an inclusive curriculum and equality to ensure the best possible outcomes for all pupils/students.

The SEND department works to ensure that all pupils/students' needs are met through a comprehensive support network which focuses on their well-being and academic progress.

Where pupils/students have additional emotional and behavioural concerns, we liaise closely with our dedicated and experienced pastoral team to try to resolve pupil's/students' problems and provide help, support or just a listening ear.

Our aim is for each pupil/student to reach his or her potential: in order to achieve this, our enthusiastic and dedicated team provide a supportive and welcoming environment in which your child will flourish.

Practice at St Edward's College is defined by the Special educational needs and disability code of practice: 0 to 25 years which states:

*'A pupil/student has SEND where their learning difficulty calls for Special Educational provision, that is provision that is different from or additional to that normally available to pupils/students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils/students will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable'*

We will deliver this through Quality First Teaching.

## Our Approach as a School:

High, quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

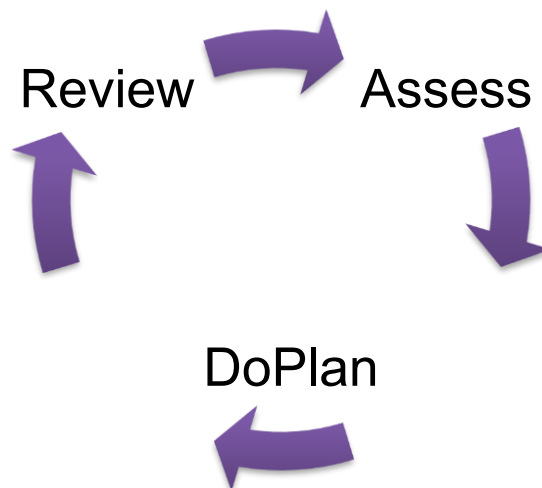
These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised 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.

At St Edward's College all teachers are teachers of SEND.

## What is Quality First Teaching?

- Highly focused lesson design with sharp objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all pupils/students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils/students to talk both individually and in groups
- An expectation that pupils/students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils/students.

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



**Assess:**

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

These include:

- Pupil/student Information sheet sent to all feeder schools to gather information.
- SENCo attending the Liverpool Authority transition day.
- Reviewing all individual primary pupil/student documentation to ensure accuracy of SEND.
- Inviting parents of pupils/students with SEND to meet with us to discuss the needs of their child.

School base initial assessment of Year 7 pupils using MidYis Any concerns by parents are actively listened to and recorded.

- Assessments are reviewed termly.

Plan:

- All lessons are differentiated to meet the needs of pupils/students in the class. The learning for all pupils/students is based upon the college's curriculum with its various pathways designed to meet the differing learning needs and abilities of our pupils/students.
- All teaching staff and Learning Support Assistants will be made aware of your son or daughter's learning needs and are assisted by the SENCO to plan how their needs will be met.

Do:

*Approaches to support communication and interaction: -*

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils/students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

*Approaches to support social, mental or emotional health: -*

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where pupils/students feel safe, and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self-efficacy and self-confidence
- A consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels
- Tactile sensory objects to calm student
- Time Out and Time away arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

*Approaches to support cognition and learning needs: -*

- Differentiated curriculum, pertinent to student's level of attainment or development  
Reading material accessible to pupils/students  
Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Collaborative working opportunities
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs

*Approaches to support sensory and / or physical needs: -*

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

**Review:**

Pupils/students are reviewed termly by Heads of Faculties, Heads of Department and SENCo.

Adequate progress is that which is similar to that of peers starting from the same baseline. However, we recognise that there may be times when pupil/student progress falters. To ensure that this is identified we track progress rigorously using the methods outlined below:

- Learning Walks
- Baseline assessments
- Internal and external examination results
- data analysis.

**How does St Edward's College organise support for pupils /students with SEN?**

We recognise that a small number of pupils/students will require additional support to that provided by the teacher. Our SENCO coordinates all relevant support with pupils/students with SEND. This includes:

- Additional adult support (LSAs in classes where appropriate)
- Support delivered by outside agencies (YPAS, Sensory Services, SENDSCOPE)
- Specific interventions for pupils/students with defined additional needs (eg: Learning Mentor, Social Stories and Art Therapy, Literacy Interventions, Homework Clubs)
- Modified Curriculum for GCSE students

**SEN Needs:**

Children and young people are generally thought of in the following four broad areas of need and support.

*Types of need;*

## Communication and Interaction

*We support by;*

- Regular outreach support from ASD specialist support
- Staff training from specialist providers (SENDScope, Abbots Lea, Sensory Services)
- Talkabout for Teenagers within school for pupils/students with ASD
- Support from Speech and Language Therapists
- Educational Psychology involvement

## Cognition and learning

*We support by;*

- Extra literacy and/or numeracy sessions e.g. IDL for Maths and Literacy
- Educational Psychology involvement
- Modified curriculum to provide additional support for literacy and numeracy.
- Staff training

## Social Emotional and Mental Health Difficulties

*We support by;*

- Regular contact with CAMHS workers
- Educational Psychology involvement
- Pastoral Support staff
- Educational Welfare Officer on staff
- Social Services support
- Family Support workers
- College counsellor
- Behaviour Management Outreach support

## Sensory and/or physical needs

*We support by;*

- Support from the Sensory Service for VI and HI pupil/pupils/students
- Physical adjustments within the school environment
- Support from a Mobility Officer for VI pupil/pupils/students
- Specific staff training
- LSA support

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

## Co-producing 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 is involved	Frequency
Parents' Evenings	Parents, pupil/student, subject teacher, Form Teacher and SENCO	Annually
Review of progress for pupils/students receiving SEND support	Parents, pupil/student, SENCO, teaching staff and LSAs	Termly
Pupil/student profile dialogue	Parents, pupil/student, SENCo, teaching staff and LSAs	Bi-annually

Policies that could include reference to SEN and Disability;

- SEND Policy
- Teaching, Learning and Assessment Policy
- Behaviour Policy
- Extended Learning and Educational Visits Policy
- Supporting Medical Conditions
- Equal Opportunities Policy including Equality Objectives
- Access Arrangements for Examinations policy
- School Accessibility Plan
- Pastoral Care Policy

## Further Development

In order to ensure that our students receive support appropriate to their needs our strategic plans for developing and enhancing SEND provision in our school next year include:

- School staff will be provided with annual educational needs training
- Training will be provided by the most appropriate person, for example, the SENCO, another appropriate member of school staff or an external trainer
- All training resources are on the school network and are accessible to all school staff

## Complaints

If you have any concerns or would like to make a complaint regarding SEN provision or practice this should be directed through the process stated within our School Complaints Policy, this can be accessed through our school website, [www.st-edwards.co.uk](http://www.st-edwards.co.uk)

5 September 2024

SENCo: Mr G Ray

Deputy SENCo: Miss Vaz Martins

SEND Governor: A Obasi

Contact: [post-box@st-edwards.co.uk](mailto:post-box@st-edwards.co.uk)

Local Offer Contribution: [www.liverpool.gov.uk/localoffer](http://www.liverpool.gov.uk/localoffer)