

## Alsop High School - SEND INFORMATION REPORT

At Alsop High School we seek to offer every student a pathway to academic and personal achievement. We place the success of our students at the heart of all we do and build every decision and action on the foundation of our core values:



**Knowledge** – We achieve excellence

**Respect** – We value everyone

**Opportunity** – We make our lives better

As an inclusive school we believe in the potential of every student and expect them to achieve; systematically removing barriers and expecting the best of everyone allows us to have high expectations for every child we serve. All members of our community including students, colleagues and families are expected to demonstrate the following behaviours in all they do: we strive for students to recognise the rights of others working cooperatively in a caring environment. Students come to Alsop High School to learn, enjoy and succeed, following their own personalised pathway to success.

**Knowledge:** Be Prepared - Be Informed

**Respect:** Be Responsible - Be Kind

**Opportunity:** Be Committed - Be Ambitious

We are a school where polite, warm and hardworking students work with dedicated and knowledgeable staff so that they can fulfil their aspirations and our values and ethos underpin these relationships and successes.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

### SEND Contact

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Regulation	Question	School Response
<p>1. The kinds of special educational needs and disabilities for which provision is made at the school.</p>	<p><b>What kinds of SEND do pupils have in your school?</b></p>	<p>Pupils are identified as having SEND when they have a significantly greater difficulty in learning than the majority of pupils the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for pupils of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Alsop High School have a range of difficulties including <b>Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health</b> difficulties and <b>Sensory or Physical</b> difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school’s policies for the identification and assessment of pupils with special educational needs and disabilities.</p>	<p><b>How do you know if a pupil needs extra help?</b></p>	<p>When your child first joins Alsop High School, we use information from a range of sources to help identify SEND and other needs. These include:</p> <ul style="list-style-type: none"> <li>• Primary Transition information and KS2 data</li> <li>• Baseline testing and cognitive ability tests and other initial tests in Y7 (GL Assessments)</li> <li>• Reading age tests (GL Assessments)</li> <li>• Parent/carers application form information</li> <li>• Subject teacher referrals</li> <li>• Specialist colleagues (External agencies)</li> <li>• Assessment and interim data</li> <li>• Parental/Guardian/Pupil concerns</li> </ul> <p>Our class teachers, Form Tutors, Heads of Faculty and Care Team closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Alsop High will further identify pupils with a special educational need. This identification may be from staff within the school, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have strong working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the <b>‘Assess, Plan, Do, Review’</b> model. The triggers for intervention could be the teachers, support colleagues or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Additional Needs monitoring registers, which are accessible to all staff. Staff use this information to inform their lesson planning and teaching.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><b>How will I know that my child is making progress?</b></p> <p><b>How do you evaluate provision?</b></p>	<p>In accordance with Alsop High’s Assessment Policy, we monitor pupil progress closely throughout the academic year to ensure that teaching and interventions for pupils with SEND are effective and are having a positive impact on their progress. Teachers formally assess and review progress and attainment, which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held annually and this brings the opportunity to discuss progress, attainment and next steps. All students with an Education, Health &amp; Care Plan (EHCP) have an Annual Review. SEND students who are on the SEND register are able to contact the SEND team at anytime to discuss and review progress.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p> <ul style="list-style-type: none"> <li>• The SENDCo analyses the effectiveness of provision through a variety of means including data and pupil voice to ensure that only effective interventions are used.</li> <li>• Parents/carers are kept fully informed of any developments and encouraged to complete forms/feedback as part of the review process.</li> <li>• The SENDCO, SLT Lead and Heads of Faculty use a variety of quality assurance procedures to evaluate provision and make adjustments accordingly.</li> <li>• Learning walks are held at a whole school, departmental and individual level with a SEND focus.</li> <li>• Monitoring of SEND pupil books.</li> <li>• SENDCo meets regularly with SLT Lead and Omega SEND Network to evaluate provision.</li> </ul>
<p>3b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities.</p>	<p><b>How do you check and review the progress of my child and how will I be involved?</b></p>	<p>The school will send home reports throughout the year, which will show your child’s current level, and target levels as well as reporting on their effort. Staff will monitor and review your child’s levels and pick up on any subjects where your child is not making the expected amount of progress. An intervention will then be implemented. At the next reporting stage we will check whether the expected progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child’s progress. We do this through parents evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register) and parent coffee mornings/afternoons.</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.</p>

<p>3c. The school's approach to teaching pupils with special educational needs and disabilities.</p>	<p><b>How do teachers help pupils with SEND?</b></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support, which are available, and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><b>How will the curriculum be matched to my child's needs?</b></p> <p><b>How accessible is the school environment?</b></p>	<p>All of our students receive the same curriculum diet but how they access this will be slightly different. A number of students receive additional support in order to meet their needs, this can be through scaffolding and/or additional guidance and support. Students in Y7 to Y9 inclusive, who have Cognition and Learning as their main area of need and significantly below in reading, may be offered a place in our Enhanced Support Provision setting which is an average class size supported by LSAs in addition to the class teacher.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>The Science building does not have an accessible lift. However, there are identical Science laboratories on the ground floor which are available to use.</p> <p>An Accessibility Plan is in place and available from our school website.</p>

<p>3e. Additional support for learning that is available to pupils with special educational needs.</p>	<p><b>Is there additional support available to help pupils with SEND with their learning?</b></p> <p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes the school SENDCO; Assistant SENDCO; LSAs; Literacy and Numeracy Intervention; Pastoral Care Team – Mentors, Attendance, Heads of Year and School Counsellor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. At times, LSAs are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p>
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	<p><b>How is the decision made about how much/what support my child will receive?</b></p>	<p>Students with EHCPs will have targets and strategies set through information gathered from the tutor, key worker and subject teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities.</p>	<p><b>What social, before and after school, and other activities are available for pupils with SEND?</b></p> <p><b>How can my child and I find out about these activities?</b></p> <p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>A large range of academic and hobby/interest clubs are available at Alsop High School which are coordinated by a member of SLT. They are open to all students, including students with SEND. Details of these clubs are available on the school website.</p> <p>The Extra-Curricular timetable is available on the school's website. A range of SEND Clubs run on a termly basis and pupils will be sent an invitation to these.</p> <p>All pupils in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all pupils and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities.</p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>At Alsop High School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress through our school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Head and Assistant Head of Year, Mentors, School Counsellor; LSAs; and a Child Protection Officer.</p> <p>We also have excellent relationships with a number of external agencies, for example: YPAS; CAMHS and the ADHD Foundation.</p>

<p>4. In relation to mainstream schools, the name and contact details of the SENDCO</p>	<p><b>Who should I contact if I want to find out more about how Alsop High School supports pupils with SEND?</b></p> <p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<p>The School’s SENDCO is Mr Peter Kennedy                  Contact details: <a href="mailto:p.kennedy@alsophigh.org.uk">p.kennedy@alsophigh.org.uk</a> or telephone 0151 235 1200                  Equally all staff have access to the school provision mapping and any member of teaching staff should be able to inform parents of the SEND offer in Alsop.</p> <p>Speak to your child’s Form Tutor in the first instance.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.</p>	<p><b>What training have the staff supporting children and young people with SEND had or are having?</b></p>	<p>We have a Learning Support Department which is made up of the SENDCo, Assistant SENDCo, Enhanced/Resourced Provision Lead and 10 LSAs. Within this team we have staff that has a range of experience and training covering various SEND needs including the National SENDCo Qualification (SENDCo &amp; Assistant SENDCo currently enrolled), NVQ Level 2 &amp; 3 Supporting Learners in Schools; MA in Education Leadership, Management &amp; SEND; NPQML; NPQSL (SENDCo currently enrolled); EdD in Inclusion and Educational Achievement (Assistant SENDCo currently enrolled) HLTA, Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and SPLD.</p> <p>The SENDCo leadership team is made up of experienced qualified teachers, who are undertaking the National SENDCo award training and is part of the Teaching and Learning Team, regularly involved in delivering staff inset to upskill the teachers in the school with strategies to support those with special educational needs. Training is provided to all staff, including teachers and support staff, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>The SENDCo attends Local Authority briefings in order to keep up to date with any legislative changes in SEND and updates staff via INSET and weekly staff briefings</p>

Peter Kennedy – SENDCO & Sharon Westhead – Deputy SENDCO

		As a school we can request support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
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<p>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.</p>	<p><b>What happens if my child needs specialist equipment or other facilities?</b></p>	<p>As a school we can access a range of services including the Visual and Hearing Impairment Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact either your child's form teacher or a member of the SEND Department.</p>
<p>7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.</p>	<p><b>How will I be involved in discussions about and planning for my child's education?</b></p> <p><b>How will you help me to support my child's learning?</b></p>	<p>We need you to support us and your child by encouraging them to fully engage in their learning and any interventions offered by:</p> <ul style="list-style-type: none"><li>➤ Helping them to be organised for their day (including bringing the correct equipment and books)</li><li>➤ Full attendance and good punctuality</li><li>➤ Ensure Uniform is of the highest standard</li><li>➤ Completion of homework</li><li>➤ Encourage reading as an extra-curricular hobby</li><li>➤ Attending parents' evenings</li><li>➤ Attending any meetings specifically arranged for your child</li></ul> <p>We will support you by having regular communication. All SEND pupils will have a Pupil Passport that parents can request key information to be added. It is important to keep an open line of communication between school and home to support the child best.</p>

<p>8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education.</p>	<p><b>How will my child be involved in his/her own learning and decisions made about his/her education?</b></p>	<p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Pupil Voice' documents prior to reviews.</p> <p>Mentoring is ongoing throughout the year with specific year groups, when students have detailed discussions with their Mentors about their attainment, progress and next steps for improvement.</p>
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<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school</p>	<p><b>Who can I contact for further information?</b></p> <p><b>Who can I contact if I have a complaint?</b></p>	<p>Please contact the SENDCO Mr Kennedy or the Deputy SENDCO Ms Westhead for more information.</p> <p>In the first instance contact the subject teacher or your child’s Form Tutor who may refer your concerns to another (senior) member of staff if needed. Alternatively, the school complaints procedure is available on the school website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupil.</p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>As a school we access a range of services and we can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), SALT (Speech and Language Therapy Service) and YPAS (Young Person’s Advisory Service). The school receives support from the Educational Psychology Service, Speech and Language Therapy Service and Occupational Therapists.</p> <p>If you believe your child needs support from a specialist please contact Mr Kennedy or discuss at the next parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.</p>	<p><b>Who should I contact to find out about support for parents and families of children with SEND?</b></p>	<p>SEND IASS services provide free and confidential impartial information, advice and support to children/young people with special educational needs and/or disabilities (SEND), and their parents/carers.</p> <p>Liverpool and Knowsley SEND IASS is a combined service for residents of Liverpool and Knowsley and is delivered by WIRED a charity which delivers a variety of services across Wirral, Liverpool, Knowsley and Warrington.</p> <p>Liverpool and Knowsley SEND IASS offer:</p> <ul style="list-style-type: none"> <li>• Telephone and Email Service</li> <li>• Information, Advice and Support for parents/carers, and young people with SEND.</li> <li>• Written information about Special Educational Needs (SEN)</li> <li>• Information sessions for parents and carers</li> <li>• Information, Advice and Support relating to School Admissions &amp; Appeals, Education, Health and Care plans</li> </ul>

<p>12. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><b>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</b></p>	<ul style="list-style-type: none"> <li>• (EHCP), Tribunals, Disability Discrimination, SEN Support, Transport, Exclusions and Post-16.</li> </ul> <p>We liaise closely with Primary Schools and provide additional transition support both before your child starts and afterwards if it is needed. We also host a Summer School for SEND Year 6 students prior to them joining in September.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Career Connect to ensure relevant paperwork is completed for students with EHCPs.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<p>If you have a specific question about the Liverpool Local Offer or require any specialised information or support please go online to <a href="http://www.liverpool.gov.uk/about-the-local-offer">www.liverpool.gov.uk/about-the-local-offer</a></p>

