



ALSOP HIGH SCHOOL

SEND Information Report / School Offer

For further information please contact:

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The purpose of this report is to provide information for parents/carers in relation to the SEND Provision at The Alsop High School.

This report should be read in the context of the Liverpool Local Offer which [can be found here](#)

Vision and Values

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 mission, vision and values:

Our Mission

"Achieving Excellence Together"

Our Vision

We will nurture a kind and supportive school community where everyone believes all children can succeed with the right support and guidance. Our focus is on developing confident, compassionate and creative individuals ready to make a positive impact in the world.

We will strive with ambition and determination to secure the very best outcomes and future opportunities for every student in our care. Through a broad, enriched curriculum, we will equip our students with the knowledge, skills and experiences needed to thrive in the 21st-century.

We will aim to be the best possible employer we can be for our staff and become a beacon school for professional learning, workload and wellbeing.

Our Values

Ambition We believe in 1% Improvements in everything we do, every day

Respect In a world where we can be anything; we choose to be kind

Community We believe alone we can do so little, but together we can achieve so much

Introduction

At Omega Multi-Academy Trust, we are committed to providing an inclusive education for all students, including those with Special Educational Needs and Disabilities (SEND). This report outlines how we support pupils with SEND to achieve their full potential.

Alsop High School aims to recognise students' special educational needs, to meet those needs within the resources of the school and the Local Authority, raise awareness of those children, adhere to the SEND Code of Practice 2014, and help those children reach their full potential.

Mrs Michele McLean is the SEND Coordinator and is responsible for the day-to-day provision and the coordination of Local Authority provision. Mrs McLean is a member of the school's Senior Leadership Team.

Students are placed on the SEN register according to their level of need. Students at SEND support or those students who have an Education, Health and Care Plan (EHCP), have a pupil passport and delivery plan which is produced in collaboration with all curriculum areas. Pupil passports are documents which record students' needs and identify appropriate support strategies. These documents are reviewed, and progress monitored during the academic year.

Students with SEND are fully integrated and supported, where possible, in the class. Students may be withdrawn for individual or small group intervention, as appropriate.

SEND is resourced as part of the annual funding allocation, received directly from the Education Funding Agency to meet the needs of all students with SEND on roll. The school also receives additional high needs funding from the Local Authority for designated provisions, i.e. for students with EHCPs.

Funding received covers the provision of appropriate staffing, training and educational resources/equipment.

Pupils with SEND are identified through collaboration with parents/carers, primary schools and internal referral by form tutors, subject teachers, or learning support assistants. The Code of Practice is used to identify and define needs.

All students have equal access to the National Curriculum, which is adapted as needed to fit students' needs. Differentiation occurs as needed. Access to educational activities would only be refused if they were likely to harm the student's health or well-being.

Our Interim Executive Committee (IEC) is a committee of the Omega Multi-Academy Trust Board and receives reports from the SENDCo through The Executive Principle and Head of School's report to them on a termly basis. Special arrangements for extra reports are made as appropriate. Progress of students with SEND is evaluated on a regular basis and reported upon.

Complaints about the schools' special needs provision would be made to the Executive Principal/ Headteacher (or equivalent). Disagreements with Local Authority provision are dealt with by them directly. The SENDCo and class teachers will deal with complaints should they arise.

The school values the support from the wide range of Local Authority Support (Local Offer) facilities such as SENISS, Hearing and Visually Impaired Service, Speech and Language Therapy and ADHD Foundation Outreach.

Partnerships with parents are essential, therefore formal and informal liaison takes place on a regular basis. Annual review meetings are held for all students with an EHCP, as well as additional meetings with parents as appropriate.

Links with feeder primary schools are essential for the most effective provision to be made. Pre-visits to special schools are also essential. Links with secondary special schools enable us to investigate SEND strategies for individual students.

The school facilitates a multi-disciplinary approach and works closely with Children's Services.

Part 1

The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential.

How do you define Special Education Needs?

Definition of Special Educational Needs (SEN):

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years states that:

‘a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition’:

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

The Four Categories for Special Educational Needs and Disability Provision are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

- Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

How do you identify, assess and provide for my child with SEND?

Criteria for SEND Action:

We identify required actions for students with SEND in terms of rates of progress to be achieved and access to learning. When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than without it.

Important: Defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register (see below). It may be the case that, should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point. Equally, if a registered student who has received SEND support becomes able to make the expected progress without further SEND support, the student will be removed from the SEND register.

The SEND categories we use are:

- Non-SEND Register Support (N)
- SEND Support (K)
- EHCP (E)

The SEND Register:

The SEND register is comprised of two categories. The highest category of need is represented by students who have an Education, Health and Care Plan (EHCP). These students require additional resource, provided either out of the school's own funding ('Tier 2 funding') or via a combination of school's funding plus 'high needs' funding provided by the Local Authority ('Tier 3 funding').

Some students will have additional needs that require extra support, but this support will be at a level below that of an EHCP. These students will be identified as having SEND support and they form the second category of students whom we place on the SEND register. Students in this category receive a pupil passport, a document which serves to indicate their needs to teachers as well as summarise the key aspects of their needs and strategies that can usefully be adapted in the classroom. They may also be in receipt of specialist targeted intervention, as stated below.

Note: In addition to the two categories above that appear on the register, we also have identified groups of children who may require extra support but who do not appear on the register (SEND monitoring). These students will receive targeted support in the classroom from their teachers. They may also receive an individual plan in the form of a pupil passport.

Intervention and Support:

The Alsop SEND Department, and all Alsop staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching (QFT).
- By providing discrete interventions for students who are on the SEND register to support students in terms of their progress.
- By providing medical/physical support.
- By providing discrete support as appropriate (e.g. EAL intervention).

Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from learning support assistants (LSAs) or specialist staff. Where a student is not making adequate progress, the SENDco, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

Identification, Information Gathering and Review:

The identification of SEND is built into the overall approach to monitoring the progress and development of all our students.

At Alsop, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Assessment consists of:

- CATs Testing
- Reading, Spelling and Maths Age Assessment
- Specialised screening. E.g. dyslexia screening / additional reading tests
- Observation by specialist teachers. e.g. SENISS.
- Exam access arrangement assessing

In addition to the above, teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students and student progress is regularly recorded in school monitoring. Where students are not making adequate progress given their age and starting point, they will initially receive additional support from their teacher.

Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

At this initial stage of identification, teachers may suspect that a student has an additional need. While gathering further evidence (including the views of the student and their parents/carers) teachers will put general teaching support in place, where required. The student's response to such support can help to identify their particular needs.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDco, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEND support that is required to support the child.

How do you determine the level of support required for my child in the classroom?

After identification and information gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

Step 2: Consult with teachers and other internal staff

Step 3: Consult with parents/carers

Step 4: Consult with Outside Agencies

Step 5: Decision: The student has SEND and will be placed on the register, or not.

Step 6: Decision: If the student has SEND but not at a level sufficient for registration, the SEND team will organise (non-register) support to be administered in the classroom by teachers and be placed on the monitoring list.

Step 7: If the student has SEND and should be placed on the register, a decision as to what level of support is required will be made.

Step 8: Inform parents/carers of the outcome

Step 9: For students with EHCPs: Consultation with outside agencies and parents/carers to agree to make a referral for an assessment to the Local Authority for an EHCP.

Review criteria:

Is progress based on the SEND Code of Practice as follows?

All students are able to make adequate progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Termly Review Decisions:

- Is the student responding to the level of support given?
- Is the student achieving the targets/outcomes that have been set?
- Do we maintain, withdraw, increase or decrease SEND support?
- Should alternative (none SEND) support be given as an alternative?
- Should the student be removed from SEND support?

The Process of Individual Planning:

Two forms of plans exist for students on the SEND register: Education, Health and Care Plans (EHCPs) and Additional SEND Support Plans (Pupil Passports and delivery plans).

The process of both identification and planning can be summarised as follows:

Referral/initial identification – assessment – planning – monitoring – review.

Progress and Monitoring:

| | |
|--------|---|
| Plan | The SENDCo plans, with parents and the pastoral team, a coordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined. |
| Do | The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons. |
| Review | The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following: |

- Teacher reports to parents
- Attitudes to Learning Reports
- Pupil feedback
- Academic progress monitoring
- Reports from specialists (where appropriate)
- It is during this stage that a further cycle of support will be required

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Written into EHCPs are targets and success criteria. Both forms of plan will be formally reviewed and monitored on a termly basis. This monitoring consists essentially of measuring students' rates of learning progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first and as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCPs are also monitored via a scheduled annual meeting between the key support agencies and the young person and their family.

Use of Data and Record Keeping:

We will record details of additional or different provision made under SEND support. This will form part of regular discussions with parents/carers about the child's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact.

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

In order to match the curriculum to your child's needs, the teacher will set tasks that will allow your child to understand the work and make progress.

All our teachers are highly skilled in planning work that is set at an appropriate level of challenge for your child, and this is supported by in-school training.

In order to maintain these high standards, all teaching staff, including 6th Form staff, are observed regularly by Middle and Senior Leaders.

Work is regularly scrutinised by Middle and Senior Leaders to ensure the work is set at an appropriate level of challenge for your child.

We have a supportive pastoral team who have regular contact with parents, particularly if there is an issue or problem that needs immediate attention.

Information is passed to pastoral staff who are able to contact home with relevant information about your child.

You can arrange a meeting with pastoral or SEND staff if you have concerns about your child's progress in any of their subjects.

Using data analysis, support is put into place for those students who require additional help.

Your child will be given their target grade at the beginning of each year in every subject.

Your child's work will be marked and graded regularly allowing you to see the progress that they are making.

A parents' evening is held for every year group to allow you to discuss your child's progress. The SENDCo is present at all of these evenings.

Your child will be given homework which you can support them with at home. You can see this as it is uploaded onto the Bromcom application.

How is Alsop High School accessible to students with SEND?

Facilities for students with SEND or students who are disabled:

The school is working with students with physical disabilities and their parents/carers and carers to enable them to participate in school life as fully as possible.

The school has some wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

The school has a responsibility to provide a broad and balanced curriculum for all students. The curriculum provided meets the needs of individuals and groups of students and responds to individual and diverse learning needs and overcoming barriers to learning.

The school will always try to ensure that the needs of most children with SEND and disabilities can be met in a mainstream setting.

Main Principles:

- Secure a greater involvement of disabled students in the day-to-day life in school and participation in the curriculum
- Achieve changes in confidence in staff in teaching and supporting disabled children with a range of needs
- Secure improvements in the attainment and progress of disabled students.
- Demonstrate a commitment to innovation in curricular development, extending inclusive opportunities
- Ensure access to resources and high-quality support to ensure full participation of all students
- Develop relationships with parents/carers and carers and other involved agencies to provide the best learning environment

- Enable all students with SEND and disabilities to realise their potential
- All students with SEND and disabilities will be given a high quality of education and achieve educational standards appropriate to their capabilities
- Improve physical access to school and make them as accessible as would be reasonably expected
- Provide forward looking accessibility strategies

The strategy for developing inclusive schooling for disabled students will be an integral part of the School Improvement Plan and the school will continue to provide increased opportunities for students to access specialist programmes within its mainstream setting.

What are your arrangements for consulting with students with SEND?

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating EHCPs and pupil passports. At Alsop, we will ensure that this is the case by adopting a Person-Centred Planning (PCP) approach to the creation of these plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our staff follow a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family. In the case of EHCPs, the planning process will often cover provision within education but also, where needs dictate, provision within health and social care. Clearly when this is the case, we operate a multi-agency approach to support. (Depending on the specific nature of the young person's needs, Alsop may be the lead agency when organising the creation of the plan, or in some cases it may be an external health or social care agency that takes on this role).

For pupil passports, the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent's/carer's views.

Student Consultation:

Students who are placed (or are in the process of being placed) on the SEND Register will participate in a Person-Centred Planning process. The aim of this process is for the student to represent their own views about their needs (when relevant this will include needs that could relate to health and social care support) and about their experiences in school. The structure of this process will vary according to the student's age; the aim will always be to enable the student to best communicate his or her views and feelings about their educational experiences with regard to what works well, what they find problematic and what barriers they feel that they face. The process will also include the setting of targets/outcomes for the student.

What is the complaints procedure for parents/carers of students with SEND?

The school aims to be sensitive to the needs of the students and their parents/carers. The SENDCo welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through your child's pastoral team or via the Associate Principal for their year group.

More formally, The Executive Principal will receive and investigate complaints and seek to resolve problems.

Parents/carers' Right of Appeal:

Following statutory assessment by the LA and a decision being made, parents/carers have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents/carers to appeal:

- Refusal to make a formal assessment of the child's SEND
- The LA has refused to issue an EHCP

Parents/carers may value independent advice and support when their child is being assessed for a possible Statement or EHCP. This can be sought from Parent Partnership.

How do I to access Liverpool's Local Authority's Local Offer

Liverpool Local Offer can be accessed by clicking this link [Liverpool Local Offer](#)

Liverpool Local Offer provides information for children and young people (0-25 years) with special educational needs and disabilities.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local, support services. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

How will Alsop High School support my child when joining the school and how will the school support my child in transferring to their next stage of education?

When your child moves from their primary school to Alsop, we will offer transition days, one-to-one meetings with the SENDCO and parents' meetings. For those who need more of a tailored transition, the SEND team organises an enhanced transition, usually two days prior the full Liverpool transition day, which falls on the first Wednesday of July. We also have good working contacts with feeder schools and often visit the primary school with the pastoral team, so pupils get to know familiar faces before moving over to Alsop.

As your child moves from Key Stage 3 to Key Stage 4, Alsop will provide career guidance from our in-house Careers Officer, who works closely with the local careers service. We will also provide an options evening where parents/carers and pupils can ask questions regarding subjects to staff – an evening where the SENDco is also present.

In respect of our 6th Form provision, Alsop recognises the need for your child to be an independent young adult by supporting their transition.

Part 2

Additional Information on teaching, learning and assessment in relation to SEND.

Transition in Year 7

All pupils entering school in Year 7 have been given baseline assessments that are used to identify pupils who may have particular needs in areas of literacy and numeracy. In conjunction with this process, parent interviews with pupils are held prior to joining our school in September. Our Senior Leadership Team and SENDco also meet with primary teachers and primary SENDco in order to identify your child's needs.

Our approach as a school:

Our person-centred planning strategy focusses on high-quality class teaching and meaningful interventions across the school, which is critical to ensuring suitable provision for all students. These procedures enable us to regularly examine and record what we provide to all students in our care. These conversations also help to instil in our personnel our high expectations of quality first teaching and the use of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our students. This is a whole-school strategy, and this report will highlight how we integrate this practice into our classrooms, pastoral care, and support systems.

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



Access

We assess the needs of a pupil, and this is done between school and home, and we then discuss the route that we will take forward.

Plan

The SENDCo plans, with parents and the pastoral team, a coordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.

Do

The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.

Review

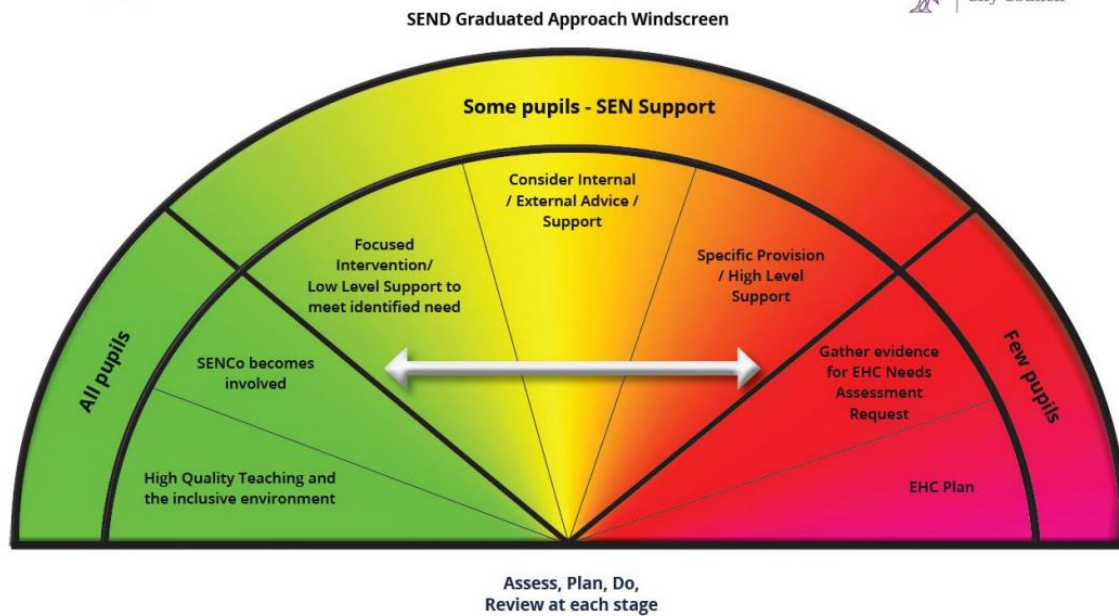
The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:

- Teacher reports to parents
- Attitudes to learning reports
- Pupil feedback
- Academic progress monitoring
- Reports from specialists (where appropriate)

It is during this stage that a further cycle of support will be required. Having consulted with students, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

The Graduated Approach

The school works with the Local Authorities Graduated Approach to support within the school, accounting for all evidence at each stage of the approach to support pupils on their journey through the school.



SEND Needs

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

1. Communication and Interaction

Currently the provision offered to students is firstly within the classroom. Teachers will make reasonable adjustments to their classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger's, speech difficulties and English as an additional language. The school's EAL coordinator is on hand to support those with language barriers.

2. Cognition and Learning

Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support the students' needs in the first instance.

3. Social, Emotional and Mental Health

The school's Designated Safeguarding Lead (DSL), the schools safeguarding team and all other staff regard the wellbeing and safety of pupils the most important.

The Head of School, DSL and the safeguarding team work closely with child and family services to ensure the safety of our pupils.

Pupils who may require specific support are provided with access to The Mental Health and Wellbeing Team (MHWBT) and the school counsellor by a referral system. Parent meetings are an essential part of this process.

The new cross-fit, fitness suite in school coupled with the strong PE team provide a good source of healthy physical activity to support our young people's minds.

4. Sensory and / or Physical needs

The school pastoral team, SENDco and first aid team work closely with children and parents in ensuring that pupils with sensory and/or physical needs have full and inclusive access to the curriculum and college environment.

The SENDco will seek advice and expertise from services such as the sensory support services, school nurse, occupational therapists and physiotherapists to identify and remove barriers to learning.

This section should be read in conjunction with the schools 'Supporting Children and Young People with Medical Conditions in School Policy'.

Staff and external outside agencies

At Alsop High School, the following staff and external agencies are made available, when appropriate:

| Job title |
|---|
| Associate Assistant Principal |
| Progress Leaders |
| Year Manager |
| Assistant Principle: SENDco and Inclusion |
| Assistant SENDco |
| Learning Support Assistants (LSA) |
| Assistant Principle: SENDco and Inclusion |
| Assistant SENDco |
| Higher level Teaching Assistants (HLTA) |
| Learning Support Assistant (LSA) |
| Mental Health and Wellbeing Team |
| YPAS Wellbeing Practitioner |
| Local Authority Caseworker (EHCPs) |

The SENCO and Safeguarding team may also refer to other external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and other medical professionals such as the neurological development team, where appropriate.