



## **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

You can meet Ms McCarthy, the Special Needs Co-ordinator, by arranging an appointment prior to your child's admission to the school and at any time during the school year subject to appointment.

You will be invited to an annual review and/or Parents' Evening each year, where progress and targets may be discussed.

We hold a parents evening six weeks after students start in September, this gives parents/carers the opportunity to meet with key members of staff involved in your child's education. Information about how the school supports all pupils to reach their full potential is shared at this meeting. If parents/carers are unable to attend, staff are flexible when making appointments.

For students with an Education, Health and Care Plan, annual review meetings are held where targets are set and progress is discussed.

We have a very strong pastoral team, every student has access to an Assistant Progress Leader and they liaise regularly with parents/carers.

Team Around the Child (TAC) meetings are held when we feel a student needs additional support from outside agencies. Parents/carers are invited to discuss their child's needs.

The SENCO and members of the Family Engagement Team are always available to discuss any issues you may have about your child.

Parent/carers questionnaires are sent out and the feedback is used to improve the support we offer.

## **How will early years setting/school/college staff support my child/young person?**

After analysing information from your child's primary school and assessment data in Year 7, teaching assistants, pastoral staff and subject teachers will be made aware of your child's learning and /or behavioural needs. Targets will be set for pupils which are monitored and reviewed to ensure that you and your child are kept up to date with progress made.

In June, prior to your child starting school in September, parents/guardians are invited to a meeting as part of the Induction Programme for King's Leadership Academy

Liverpool. Information about how the school supports all pupils to reach their full potential is shared at this meeting. Parents/guardians are invited to meet Ms McCarthy to discuss any issues related to learning to ensure that appropriate support is in place for the new academic year.

All students with Additional Educational Needs have a Pupil Portrait. These documents inform staff of students needs and give strategies to meet these needs within the classroom. Parents, subject teachers, pastoral teams, Learning Support Assistants and pupils are all invited to contribute to the profiles. The profiles are reviewed yearly and adjustments are made.

All parents/carers receive a 6 week report on their child's academic progress.

Identified students are given additional literacy support through withdrawal sessions in our learning support base.

Personal Provision Plans are put in place for students who are not making expected levels of progress, these help to track students and ensure additional support is put in place.

All student progress is tracked through whole school tracking procedures.

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

At King's Leadership Academy Liverpool, we understand that all pupils have different learning styles and learn at different rates. To ensure that all pupils reach their full potential we place them in sets across the curriculum according to need and ability and lessons are appropriately differentiated. These sets are reviewed regularly and pupils may be moved during KS3 as appropriate.

We aim to ensure that the pace and challenge in all lessons supports every pupil to achieve good outcomes and realise their true potential. Teaching Assistants may also support learning in lessons and assistant progress leaders support lessons as well.

You will also receive school reports and an invitation to Parents' Evening. Furthermore, you can contact Ms McCarthy to arrange additional meetings should you have any concerns about the progress of your child.

Specialist outreach support is available for students who are identified as requiring additional and more specialised support.

Literacy and numeracy intervention takes place after school for identified students to help boost their skills.

### **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

The form tutor should be consulted for concerns related to pastoral well-being whilst the Head of Department should be consulted for questions related to learning.

Should your child have significant medical needs, you will be invited, with health care providers, to contribute to a Health Care Plan. The school policy 'Supporting Children

and Young People with Medical Conditions in School' provides guidance for pupils who may require medication during the school day.

Each year group has an Assistant Progress Leader who is available to mentor and support pupils who need advice and support on a range of issues.

Also there are opportunities for pupils to share their views and opinions with members of the School Council and via Student Voice regarding issues which are of concern to them.

The school's pastoral team is led by the Assistant Principal and Progress Leaders. The DSL/Child Protection Co-ordinator is Ms McCarthy. In each year group there is a Progress Leader, Assistant Progress Leader and a team of form tutors. The school also has two CAMHS workers to whom pupils may be referred for extra support. Two inclusion support workers support pupils with social, emotional, behavioural and mental health difficulties on a daily basis through a personalised curriculum.

The Academy prides itself on its use of rewards; the reward system gives all students opportunities to shine in different ways.

### **What support will there be for my child's/young person's overall well being?**

At school, all staff support pupils with special educational needs. In addition, the school pastoral team may provide further support. The school also accesses specialist services where appropriate including the Educational Psychology Service, the Physiotherapy Service, the Speech and Language Therapy Service, the Sensory Service, Learning and Behaviour Outreach Support, Adolescent Mental Health Services (CAMHS), Education Welfare, Connexions and Young Persons Adolescent Services (YPAS). There is also a school nurse who may be contacted for advice and guidance. The academy also employ a clinical psychologist who works with the pupils one day per week.

### **What specialist services and expertise are available at or accessed by the setting/school/college**

King's Leadership Academy Liverpool ensures that staff are trained to support pupils with a wide range of special educational needs. This includes training in ASD, ADHD, Dyslexia, behaviour management and medical conditions. All staff receive regular safeguarding training.

The school has two specialised teachers for pupils with English as an Additional Language (EAL).

### **What training have the staff supporting children and young people with SEND had or are having?**

Full participation in the curriculum and extra-curricular activities is expected for all pupils where possible. For some pupils a full risk assessment may be carried out in partnership with parents/guardians to ensure all aspects of health and safety are covered before a planned activity.

## **How will my child/young person be included in activities outside this classroom including school trips?**

Risk assessments will be carried out and reasonable adjustments made to ensure that pupils with additional needs can access all extra-curricular activities.

## **How accessible is the setting/school/college environment**

The school holds open days in September and October. There is an open evening for prospective parents which takes place in June.

There is an induction day for the new Year 7 intake which also takes place in Jun. This enables pupils to meet their form teacher and take part in activities on the day.

Parents/guardians of primary school pupils with SEN who require additional transitional visits can contact Ms McCarthy to arrange this.

Ms McCarthy attends the Transition Forum in June, where primary SENCOs discuss pupils who are vulnerable and/or have SEN. Extra support may be put in place as available and information shared with your child's teachers prior to the taster day.

We cater for the individual needs of our students by providing them with maps and photographs of key staff to ensure their transition goes as smoothly as possible

Pupils and parents/guardians are able to access Moodle which contains information about the school to support transition.

A connexions worker is attached to The Academy to advise students during their post 16 transition.

## **How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life**

Pupils with EHCs (previously statements) are allocated resources in line with what is outlined for them in the plan. Decisions on how to allocate resources for other pupils are made according to the needs of the pupil and as available.

The SENCO deploys LSA support to ensure that pupils benefit from specific interventions.

The SENCO applies for outreach support for identified students.

Budget decisions are made in conjunction with school governors at head teacher level.

Regular TAC and EHAT meetings are held to ensure that students are receiving the appropriate support.

Resources are reviewed and adapted to suit the changing needs of students through monitoring, assessment and student voice. Applications for Higher Level Needs Funding and Education Health Care Plans will be made if required by the SENCO to the LEA.

## **How are the settings/schools/colleges resources allocated and matched to children's/young people's special educational needs?**

The progress of all pupils is tracked closely with levels of achievement closely monitored and reviewed in partnership with parents.

Students are tested on entry to the Academy. Further assessments are done for those students who we feel would benefit from additional support. The assessments target the support required. Pupils will be screened for dyslexia and diagnosis given after further testing by SENCo if deemed necessary.

Additional whole class or small group support may be identified for individual students.

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

Parents are invited to seek election as parent governors.

Early transitional meetings and visits are arranged for all parents/guardians of prospective pupils.

Parents/guardians are given the school contact details and encouraged to make individual appointments if they have any specific worries or concerns.

## **How are parents involved in the setting/school/college? How can I be involved?**

Parents/guardians are encouraged to contact school and/or visit the school website: [www.kingsliverpool.com](http://www.kingsliverpool.com) alternatively, parents/guardians may telephone the school office on: 0151 727 1387 for further information