



KING'S LEADERSHIP
ACADEMY LIVERPOOL

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

SEND INFORMATION REPORT SEPT 2022



GREAT SCHOOLS
TRUST

SEND INFORMATION REPORT

Parent/Carer Questions

This document should be read in conjunction with the SEND Policy, safeguarding policy and other related policies. The aims of our special educational needs provision at King's Leadership Academy, Liverpool are:

It is a whole school responsibility and priority to ensure that the needs of all learners with special educational needs and/or disabilities are met during their time at King's Leadership Liverpool.

Although we are not a specialist setting, we are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014.

These include (but are not limited to) those identified as having:

- Cognition and Learning needs
- Speech, language, and communication needs,
- Social, emotional, and mental health needs
- Physical and mobility needs

We also support students with ASC (Autistic Spectrum Condition), ADHD, dyslexia, and dyscalculia.

Legislation & Guidance:

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care plans (EHCPs), SEND coordinators (SENDCos) and the SEND information report

How does King's Leadership Academy Liverpool 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?

Identification strategies used by school include:

- Observation of the student
- Teacher assessment
- Discussions with parents/carers
- Discussions with students
- Results of standardised tests e.g., reading tests, KS2 national test results, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school
- Concerns raised by the class teacher

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on any information and concerns that they have about their child's health and background by contacting the school.

If you have concerns you can meet with Ms S. O'Callaghan, the special educational needs and/or disabilities co-ordinator. You can also arrange an appointment with Ms S. O'Callaghan prior to your child's admission to the school and at any other time during the school year.

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

We have a very strong pastoral team. They liaise regularly with parents/carers.

The SENDCo and members of the pastoral and inclusion team are always available to discuss any issues that you may have about your child.

Monitoring of students' progress is ongoing. AIM meetings are held regularly to discuss your child's progress. When we feel that a student needs extra support, interventions are put into place and, where necessary, additional support from outside agencies is sought and commissioned.

Parents/carers are invited to discuss their child's needs.

All parents/carers will receive a brief report detailing their child's academic progress at the end of each learning cycle (this is approximately every 7 weeks). You will also receive an invitation to attend

parents' evening once a year. As well as this, you can contact Ms S. O'Callaghan to arrange additional meetings should you have any concerns about the progress of your child.

As a parent of a child with SEND, you will also be invited to an annual review and/or parents' evening each year, where progress and targets will be discussed.

For those students with an education, health, and care plan (EHCP), annual review meetings are held where targets are set, and academic progress is discussed. These reviews will involve feedback from you and your child.

How will my child/young person be involved in the decision making regarding their support?

Student voice is very important to us.

All students are encouraged to share their views with staff and to contribute to their SEND support plan by outlining how best they feel they can be supported.

Students will attend reviews and meet with members of the inclusion team at different points throughout the year.

How will school staff support my child/young person?

After analysing information from your child's primary school and Year 7 assessment information, teaching assistants, pastoral staff and subject teachers will be made aware of your child's learning and /or SEMH needs. Targets will be set for your child. These targets will be monitored and reviewed so that you and your child are kept informed about the progress being made.

In addition, students are supported on a regular basis using the whole school subject and pastoral approach to SEND. Class teachers are responsible for adapting the delivery of subject content so that the curriculum is accessible for any student with SEND. Progress is carefully monitored, and regular support is offered to all learners where it is needed.

All students identified as having additional educational needs have a support plan. These plans ensure that staff are knowledgeable about an individual student's needs. They also provide staff with a range of strategies so that they can meet these needs within the classroom environment.

Parents, subject teachers, pastoral teams, learning support assistants and students are all invited to contribute to the plans. These plans are reviewed annually.

Where a student has been identified as needing additional support because they have a special educational need and/or disability, the offer made to each student will be tailored to meet their individual needs. However, it may include:

- additional small group literacy and numeracy support
- one to one teaching
- phonics or numeracy-based programmes
- reading intervention
- speech and language programmes
- mentoring
- support from external providers such as child and adolescent mental health services (CAMHS) and educational psychologists

Identified students are provided with additional support through individual and small group withdrawal sessions as well as through lesson interventions

A student's progress is tracked using whole school tracking systems.

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

At KLA Liverpool, we understand that students learn at different rates. To ensure that all students reach their full potential we place them in sets across the curriculum based on their attainment.

Students with SEND follow the same ambitious curriculum as their peers, however reasonable adjustments are made where necessary.

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

Your child's form tutor should be consulted about concerns related to pastoral care and well-being. The progress leader should be contacted for questions related to learning across subject areas.

Should your child have significant medical needs, you will be invited, with health care providers, to contribute to a health care plan. The school's medical policy provides guidance for parents/carers of students who may require medication during the school day.

What support will there be for my child's/young person's overall wellbeing?

At school, all staff support students with special educational needs and/or disabilities. Each key stage has a pastoral team that is available to mentor and support students who need advice and support on a range of issues.

In addition, the school pastoral team may provide further support. For each year group, the pastoral team is overseen by a dedicated member of the senior leadership team.

Designated safeguarding leads provide further support. Learning mentors are also available daily to support students with social, emotional, behavioural, and mental health difficulties. External agencies are commissioned to support students social and emotional wellbeing.

There are also opportunities for students to share their views and opinions with members of the school council and through student voice around issues that concern to them.

What specialist services and expertise are available at or accessed by the school?

The school also accesses specialist services where appropriate including:

- the educational psychology service.
- the physiotherapy service.
- speech and language therapy service.
- learning and behaviour outreach support.
- child adolescent and mental health services (CAMHS)
- education welfare service
- connexions
- young person’s adolescent services (YPAS).
- there is also a school nurse who may be contacted for advice and guidance.

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

KLA Liverpool ensures that staff are trained to support students with a wide range of special educational needs and/or disabilities. This includes training on:

- neurodiversity
- behaviour management
- medical conditions.
- safeguarding training (all staff)

The school has specialist teachers for students with English as an additional language

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

The school prides itself on giving all students opportunities to shine in different ways.

Full participation in the curriculum and extra-curricular activities is expected for all those students with SEND where possible. For some students 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.

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

How accessible is our school environment?

We work hard to ensure that our school is inclusive and welcoming. Although our school building is on two floors and we do have a lift, we endeavour to make reasonable adjustments so that the building is accessible to students with physical disabilities such as wheelchair users

How will the school prepare and support my child/young person to join KLA Liverpool or the next stage of education and life?

We hold open days in September and October. There is an information evening for prospective parents which takes place in the summer term and all families are invited into school to meet with a member of the senior leadership team in July.

There is also an induction day for the new Year 7 intake which takes place in July. This enables students to meet with their form teacher and take part in activities on the day. Special events for parents of pupils with SEND are also arranged.

Parents/guardians of primary school students with SEND who require enhanced transitional visits can contact Ms S. O'Callaghan to arrange this.

Ms S. O'Callaghan attends the SEND transition forum in March, where primary SENDCos discuss those students who are vulnerable and/or have SEND. 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.

In Year 11, there is also a programme of support for students with SEND. The careers team are available to advise and assist students during their post 16 transition. Visits are arranged to prospective post-16 providers and students are accompanied by staff to interviews

Careers staff also support students with their applications.

How are our school's resources allocated and matched to children's/young people's special educational needs?

Those students with EHCPs or high needs funding agreements are allocated resources as specified in their plans.

Decisions on how to allocate resources for other students are made according to availability and the specific needs of the student.

The SENDCo deploys learning support and other curriculum support to ensure that students with SEND benefit from specific interventions.

The SENDCo applies for outreach support for identified students.

Budget decisions are made in conjunction with the school governors and the principal

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

Support is bespoke. It is dependent upon the needs of each student. There are different layers of support and interventions available:

- Quality first wave teaching. This is where the class teacher and the subject faculty adapts the delivery of the curriculum and the lessons in order to support the student.
- Second wave interventions. This involves bespoke individual and small group interventions
- External agency support
- Applications for EHCP
- Initial decisions are based upon information from your child's primary school and assessment data in Year 6/7,
- Early transitional meetings and visits are arranged for all parents/guardians of prospective students to discuss their child's needs and what support they may need.
- Parents/guardians are given the school contact details and encouraged to make individual appointments if they have any specific worries or concerns and/or they would like to discuss the support available.

What can I do if I am concerned about my child/young person's SEND provision?

Initial concerns should be raised with Ms S. O'Callaghan, the SENDCo. If parents/carers are not satisfied with the way their concerns have been dealt with they should contact the principal or write a letter outlining their concerns to the chair of governors.

We welcome feedback on how we can improve the support we offer.

How are parents involved in the school? How can I be involved?

Parents are invited to seek election as parent governors.

Key contacts within the school:

Mrs C. Morgan - Link governor link for special educational needs and/or disabilities

Ms S. O'Callaghan – SENDCo via email s.ocallaghan@kingsliverpool.com

In addition, parents/carers are encouraged to contact the school and/or visit the school website:
www.kingsliverpool.com

Alternatively, parents/guardians may telephone the school office on 0151 7271387 for further information.

Further support is available from the local education authority.

Liverpool City Council's local offer.

This can be found on the website [SEND Local Offer | Liverpool Family Information & Support Directory](#)