

## Liverpool LifeSciences UTC – OUR SCHOOL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Our mission statement: 'To support all students to maximize their potential so that they can develop into hard working and successful young people in whatever career they choose'.

### 1. How will I be involved in discussions about and planning for my child's education?

- Planning for your child's education will take place through termly meetings to discuss the progress that they are making. You will also be invited to an Annual Review meeting if a plan is in place. At any time you are able to contact your son/daughters academic mentor to discuss achievement and progress.
- You can meet the SENDCo at any point during the year by arranging an appointment plus the Academic Mentor that your son/daughter is assigned to.
- A copy of all decisions and plans will be sent to you from IEP meetings and Annual Reviews.

### 2. How will school staff support my child?

- There is a school governor named in our SEN Policy who has specific responsibilities for this area of work. They oversee the work that the SENDCo is involved in and co-ordinates. The SENDCo along with members of the senior management will oversee and plan the programme and provision that your child will receive.
- An annual report will be compiled and presented by the SENDCo outlining how the school identifies, assesses and provides for all pupils with SEN. This will also include an analysis of the Assess, Plan, Do & Review process that supports each individual student with SEN.
- The SENDCo along with key members of staff involved with the education and wellbeing of your son or daughter will be invited to contribute to an Individual Education Plan (IEP). This will empower the pupil, staff and parents to understand the targets and goals for each term. These will be reviewed every term (minimum of 3 times) to assess the impact of the interventions used to support each student with SEN.
- The SENDCo will meet with all parents and pupils prior to entering either Year 10 or 12 who have a diagnosis, a previous statement or parental concerns prior to entry into the college. This will assist a smooth transition from other schools into the college.
- Where appropriate, students with prior statements will also be visited in their current educational placement so that the SENDCo can discuss and observe the needs directly with staff and the student so that a smooth transition will take place.

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- The UTC vision states that it is fully committed to ensuring that your son/daughter will receive a place at university, an apprenticeship or employment on leaving the school. This will happen when they complete 4 years or 2 years (6<sup>th</sup> form).
- The school behaviour policy 'Everyday is an Interview' treats all students fairly and means that staff and students treat each other with respect and a work based environment is created.

### **3. How will the curriculum be matched to my child's needs?**

- At the UTC, we understand that all pupils have different learning styles and learn at their own pace. To ensure that all pupils reach their full potential we place them in sets across core subjects including English, Maths and Science according to their ability. Through 'Quality First Teaching' lessons are differentiated allowing the pace and challenge for each individual to be applied allowing all students to make at least good progress and realise their true potential.
- You will receive a school report 5 times a year. You may also contact the SENDCo (Miss Dring) or academic staff to arrange a meeting or telephone conversation if you have any concerns regarding the progress of your child.
- Curriculum choices can be advised which could lead to learning in smaller class groups if this is deemed appropriate.

### **4. What support will there be for my child's overall well being?**

- At the college the inclusion department is led by Miss Tomlinson (Director of Inclusion and Child Protection Officer), Pastoral Managers (Mr Clegg and Mr Stevens) and Mr Parry (Vice Principal). The Pastoral Managers should be your first point of contact if you have any concerns about student well-being. Every single student has a Mentor who has regular contact with your son or daughter.
- School has qualified first aiders available who manage minor incidents and we can also manage medications in agreement with the parents/carers and medical personnel. School has trained first aiders who can manage medication and in agreement with the parents/carers and medical personnel can ensure medications are taken when and how needed.
- Where a student is struggling to manage their own behaviour we provide various support mechanisms. They can have mentoring from an appropriate person; can be placed on a Stage or Learning Agreement which will monitor their behaviour through the day and can be seen by the Director of Inclusion, Vice Principal or Principal to help them manage their actions.
- Parents will be involved at an appropriate stage in the process so they are kept aware of any concerns we have as we wish to work closely with

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families to improve the chance of positive changes.

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

- At school, all staff, informed by Miss Dring (SENDCo) Learning Support Assistants and Mentors, support pupils with Special Educational Needs.
- School has access to a variety of internal and external specialist services. We have a fully trained SENDCo, staff trained in specific testing skills and analysis, mentoring and safeguarding. We can access a variety of medical and behavioural services that are available externally.
- We access help from a variety of sources including the Sensory Team, Hearing Impairment Team, Child and Adult Mental Health Service (CAMHS), ASD Foundation, ADHD Foundation, Social Services, YOT, School Police Officer, specialist outreach for behaviour and social skills.

### 6. What training do staff supporting children and young people with SEND have?

- At the college, all staff are trained to support pupils with a wide range of special educational needs. This includes training in ADHD, ASD, dyslexia, behaviour management and medical conditions. The Director of Inclusion delivers and monitors safeguarding within the college and designated staff receive training and first aid.
- All teaching staff are qualified and experienced in the relevant areas of the curriculum and have had training in mentoring and coaching to support all students in achieving their goals.
- The SENDCo is qualified in the CCET Training (Certificate in the Competence of Educational Testing) which allows students to be tested who are having issues in and out of the classroom which may affect their learning. This may be used to support students for access arrangements in examinations.

## **7. How will my child be included in activities outside the classroom including school trips?**

- Full participation in the curriculum and extra curricula activities is expected for all pupils where possible. For some pupils a full risk assessment maybe carried out in partnership with parents to ensure all aspects of health and safety are covered before a planned activity.
- The college includes timetabled enrichment activities and it is expected that all students have the same right to participate in them.

## **8. How accessible is the school?**

- The college buildings are fully accessible to wheelchairs users. There are three lifts that run up the centre of the building. There are ramps into the school buildings as well.
- Each floor has its own disabled toilets making a total of 9 including sports hall.
- The building is well lit throughout and has markings on the stairs to support students with visual problems.
- The college has a medical room with designated first aiders to support students with medical conditions and these are securely locked when not in use.
- There are also changing facilities that can be locked to secure personal belongings.

## **9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

Before joining;

- If your son/daughter has a statement and the application to join the school is early enough then a transition meeting will take place at the school that they are coming from. This will allow the SENDCo to discuss and where possible observe the pupil.
- If there are concerns about the student having a barrier to learning then an open door policy is encouraged. You can phone up to speak to someone in school to arrange a meeting to discuss the problems and a way forward to support your child.
- The College arranges a number of open evenings throughout the school year in which you are encouraged to attend so that you can discuss a

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number of issues with staff so that everyone is aware of any problems.

- The College also hosts retention evenings so that prospective students can attend taster sessions and meet staff prior to joining the school in September.

### Next Steps;

- All students receive coaching to support them in progressing to the next stage of their educational careers. Mainly KS4-5 and KS 5 to either university, apprenticeship or employment.
- A Professional Guidance Leader is employed to support students to help them explore the next step in their lives.
- Where students are moving from the college to another educational establishment and that student has a statement, a transitional meeting will take place to pass on information and support the pupil.

## **10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- Our SEND funding is used to ensure additional support is available to those students meeting the SEND criteria.
- Each student's needs are assessed on an individual basis.
- The use of IEP's and information from external professionals is all taken into account when allocating resources to an individual student.

## **11. How is the decision made about what type and how much support my child receives?**

- When a student is deemed to have a SEN then additional support will be decided by the Principal, SENDCo, pastoral team and any external professionals involved with the child.
- These decisions will be made in conjunction with the parent.
- The impact will be monitored through their academic progress, social and emotional well-being and engagement with school.

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### 12. How are parents involved in the school? How can I be involved?

- Parents are invited to seek election as parent governors.
- Early transition meetings and visits are arranged for all parents of prospective pupils.
- Parents have access to school contact details and are encouraged to make individual appointments if they have any specific worries or concerns.
- Parents are invited to awards evenings.
- Views of parents are sought regularly to inform UTC planning.

### 13. Who can I contact for further information?

- The first point of contact if you are concerned about the progress your son or daughter is making is their Academic Mentor or PBL Coach.
- If a specific SEN is identified then the SENDCo will investigate and a discussion will take place with the parent and the pupil.
- If you would like to discuss your child joining the school then please phone on 0151 230 1320 or visit [www.lifesciencesutc.co.uk](http://www.lifesciencesutc.co.uk).

If you would like to discuss any of the provisions that we offer at the UTC please contact the school on 0151 230 1320

Mr P Lloyd - Principal Liverpool Life Sciences UTC

Miss M Tomlinson – Director of Inclusion

Miss H Dring SENDCo – OUR SCHOOL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND