

Special Educational Needs and Disabilities (SEND) Information Report



**ST EDWARD'S
COLLEGE**
LIVERPOOL

The College's Mission Statement states: We aim to be a Catholic school community where every child is known, loved and challenged – recognising each one is made in the image and likeness of God. [...] Where we create a safe, respectful and inclusive environment shaped by dignity, forgiveness and compassion [...] Our mission statement also reflects our belief that every child is made in the image and likeness of God

We aim to promote the successful inclusion of pupils/students with special educational needs and disabilities. We are committed to offering an inclusive curriculum and equality to ensure the best possible outcomes for all pupils/students.

The SEND department works to ensure that all pupils/students' needs are met through a comprehensive support network which focuses on their well-being and academic progress.

Where pupils/students have additional emotional and behavioural concerns, we liaise closely with our dedicated and experienced pastoral team to try to resolve pupil's/students' problems and provide help, support or just a listening ear.

Our aim is for each pupil/student to reach his or her potential and engage in education and extra-curricular activities alongside their peers: in order to achieve this, our enthusiastic and dedicated team provide a supportive and welcoming environment in which your child will flourish.

Practice at St Edward's College is defined by the Special educational needs and disability code of practice: 0 to 25 years which states:

'A pupil/student has SEND where their learning difficulty calls for Special Educational provision, that is provision that is different from or additional to that normally available to pupils/students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils/students will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable'

We will deliver this through Quality First Teaching.

Our Approach as a School:

High quality , inclusive teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school

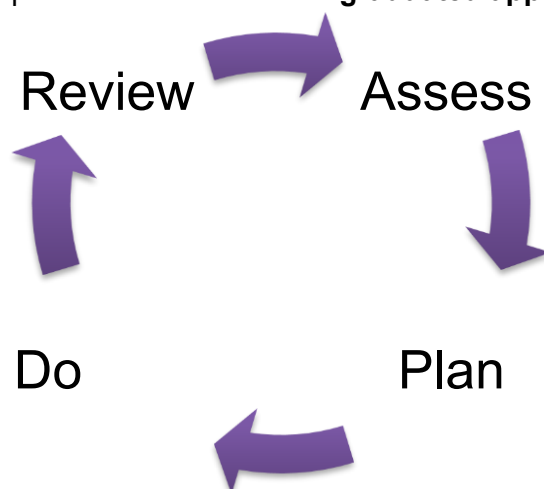
approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

At St Edward's College all teachers are teachers of SEND. Adaptation via Quality First Teaching for learners with different starting points, including those with SEND, is at the heart of our Common Lesson Framework.

What is Quality First Teaching?

- Highly focused lesson design with sharp objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all pupils/students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils/students to talk both individually and in groups
- An expectation that pupils/students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils/students.

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



Assess:

We have a robust system of identification of pupil/pupils/students who have SEN which we use as a starting point to inform our strategies to meet individual pupil/student needs.

These include:

- Pupil/student Information sheet sent to all feeder schools to gather information.
- SENCo attending the Liverpool Authority transition day.
- Reviewing all individual primary pupil/student documentation to ensure accuracy of SEND.
- Inviting parents of pupils/students with SEND to meet with us to discuss the needs of their child.

- Any concerns by parents are actively listened to and recorded.
- Assessments are reviewed termly.

Plan:

- All lessons are adapted to meet the needs of pupils/students in the class. The learning for all pupils/students is based upon the college's curriculum with its various pathways designed to meet the differing learning needs and abilities of our pupils/students.
- All teaching staff and Learning Support Assistants will be made aware of your son or daughter's learning needs and are assisted by the SENCO to plan how their needs will be met.

Do:

Approaches to support communication and interaction: -

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils/students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports

Approaches to support social, mental or emotional health: -

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where pupils/students feel safe, and free from bullying and harassment
- A consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

Approaches to support cognition and learning needs: -

- Adapted curriculum, pertinent to student's level of attainment or development
Reading material accessible to pupils/students
Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Collaborative working opportunities
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning

- Methods to summarise and highlight key teaching points
- Questions adapted in accordance to level of understanding and emotional needs

Approaches to support sensory and / or physical needs: -

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

Review:

Pupils/students are reviewed termly by Curriculum Team Leaders and SENCo.

Adequate progress is that which is similar to that of peers starting from the same baseline. However, we recognise that there may be times when pupil/student progress falters. To ensure that this is identified we track progress rigorously using Learning Walks, internal and external examination and test results.

How does St Edward's College organise support for pupils /students with SEN?

We recognise that a small number of pupils/students will require additional support to that provided by the teacher. Our SENCO coordinates all relevant support with pupils/students with SEND. This includes:

- Additional adult support (LSAs in classes where appropriate)
- Support delivered by outside agencies (YPAS, Sensory Services, SENDSCOPE)
- Specific interventions for pupils/students with defined additional needs (eg: Learning Mentor, Social Stories and Art Therapy, Literacy and Numeracy Interventions, Homework Clubs)
- Modified Curriculum for GCSE students

Our SEND and Learning Support Staff:

- Senior Assistant Principal Inclusion and Adapted Teaching (SENCO)
- Deputy SENCO
- 18 full or part time LSAs. Across the whole team, areas of training and expertise include:
 - Qualified teaching status in English, Geography
 - Degree level qualifications in Sport Science...
 - Safeguarding training

SEN Needs:

Children and young people are generally thought of in the following four broad areas of need and support.

Types of need;

Communication and Interaction

We support by;

- Staff training from specialist providers (SENDScope, SENISS, Sensory Services)
- Zones of Regulation technique to support pupils regulating their emotions
- Support from Speech and Language Therapists
- Educational Psychology involvement

Cognition and learning

We support by;

- Extra literacy and/or numeracy sessions e.g. IDL for Maths and Literacy
- Educational Psychology involvement
- Adapted curriculum to provide additional support for literacy and numeracy.
- Staff training

Social Emotional and Mental Health Difficulties We

support by;

- Regular contact with CAMHS workers
- Educational Psychology involvement
- Pastoral Support staff
- Social Services support
- Learning and Behaviour Mentor for each Key Stage
- College counsellor
- Behaviour Management Outreach support
- Zones of Regulation technique to support pupils regulating their emotions
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Sensory and/or physical needs

We support by;

- Support from the Sensory Service for VI and HI pupil/pupils/students
- Physical adjustments within the school environment
- Specific staff training
- LSA support

Further details regarding support of an SEND nature can be found in the SEND policy at www.st-edwards.co.uk

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who is involved	Frequency
Parents' Evenings	Parents, pupil/student, subject teacher, Form Teacher and SENCO	Annually
Pupil/student profile dialogue	Parents, pupil/student, SENCo, teaching staff and LSAs	Bi-annually
Parents Coffee & Cake	SENCO, Parents/carers, guest speakers	Termly

Policies that could include reference to SEN and Disability;

- SEND Policy
- Teaching, Learning and Assessment Policy
- Behaviour Policy
- Extended Learning and Educational Visits Policy
- Supporting Medical Conditions
- Equal Opportunities Policy including Equality Objectives
- Access Arrangements for Examinations policy
- School Accessibility Plan
- Pastoral Care Policy

Further Development

In order to ensure that our students receive support appropriate to their needs our strategic plans for developing and enhancing SEND provision in our school next year include:

- School staff will be provided with annual educational needs training
- Training will be provided by the most appropriate person, for example, the SENCO, another appropriate member of school staff or an external trainer
- All training resources are on the school network and are accessible to all school staff

Complaints

If you have any concerns or would like to make a complaint regarding SEN provision or practice this should be directed through the process stated within our School Complaints Policy, this can be accessed through our school website, www.st-edwards.co.uk

September 2026

SENCo: Mr G Ray

Deputy SENCo: Miss Vaz Martins

Contact: postbox@st-edwards.co.uk

Local Offer Contribution: www.liverpool.gov.uk/localoffer