

Introduction	
<p>1. School ethos for SEND (Special Educational Needs and Disabilities)</p>	<p>St. Mary's College is an 11 - 18 academically selective, independent co-educational day school. The College is keenly aware that addressing individual learning needs is the key to pupil success.</p> <p>Special Educational Needs and Disabilities (SEND) of pupils are managed by the Special Educational Needs Co-ordinator (SENCo).</p> <p>St Mary's College takes a whole school inclusive approach to pupils with special educational needs, recognising that the aims of the school are the same for all pupils, whatever their abilities.</p> <p>Special Educational needs are identified in terms of learning, communication, interaction, emotional health and physical and sensory needs. The College is committed to working in partnership with the pupil, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.</p>
<p>2. The arrangements for consulting parents/carers of students with special educational needs</p>	<p>There is regular contact with parents/carers of pupils on the Learning Support list. Parents/carers may also contact their child's Form Tutor or Head of Year who will then pass on the concern to the SENCo. Partnership with parents/carers is regarded as essential for good progress to be made. Parents/carers are welcome to contact the SENCo regarding concerns about a pupil. The recommended ways are by email or telephone.</p>
<p>3. The arrangements for consulting young people with special educational needs about, and involving them in their education</p>	<p>The College aims to ensure that all pupils have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. Every pupil is provided with opportunities to make progress in every aspect of their development enabling them to achieve their full potential. In making such provision our college objectives are:</p> <ul style="list-style-type: none"> ▪ To identify and assess pupils with special education needs as early as possible and monitor progress ▪ To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children ▪ To closely monitor and review progress towards these objectives ▪ To use 'pupil profiles' to provide information for teaching staff ▪ To work with outside professionals ▪ To have supportive conversations with appropriate members of staff ▪ The SENCo has an open door policy for pupils

4. The name of the Learning Support Coordinator	SENCo is Mrs Sally Townsley
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5. Any arrangements made by the governing body relating to complaints from parents of students with special educational needs	<p>As a college, we work hard to be in effective communication with pupils and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure - which is available on our website or by request - sets out clearly what the steps are to draw these concerns to the school's attention.</p>
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6. Information on where the Local Authority's local offer is published	<p>https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</p>
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Identification and Early Intervention

7. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have Education, Health and Care Plans, including	<p>Parents and staff will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical. <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. This could happen in many different ways such as:</p> <ul style="list-style-type: none"> ▪ Liaison with primary feeder schools to discuss current level of support on transition. ▪ Teachers may raise a query with the SENCo. ▪ All pupils are offered a dyslexia screener test on entry to the college. This is not a diagnosis for dyslexia, but an indicator as to whether further testing with an Educational Psychologist is required ▪ Suggested strategies are put in place by the class teacher.
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<p>how the school evaluates the effectiveness of its provision for such pupils.</p>	<p>Heads of Department and Heads of Year also track pupils after every report cycle.</p>
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<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The SENCo is part of a rolling CPD programme for all staff and delivers both whole school and small group training.</p>
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Quality First Teaching and Personalisation

<p>9. Information about the schools policies for making provision for students with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaption to curriculum, additional support and wider support.</p>	<p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people.</p> <p>St. Mary's College aims to ensure that:</p> <ul style="list-style-type: none"> ▪ All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. ▪ Members of staff understand that they are all teachers of students with special educational needs. ▪ All pupils, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. ▪ Every pupil at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.
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10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Writing slopes
- Coloured overlays
- Coloured exercise books
- Laptops
- Reader pens
- Access arrangements for exams