



School Offer 2022-2023

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

- We hold a parents evening four 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.
- We hold regular coffee mornings for parents/carers of students with special educational needs.
- For students with an Educational Social Healthcare Plan, annual review meetings are held where targets are set and progress is discussed.
- We have a very strong pastoral team, every student has a Form Teacher and Head of Year who liaise regularly with parents/carers.
- Team Around the Child 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 Learning Support Team are always available to discuss any issues you may have about your child.
- Parent/carer questionnaires are sent out and the feedback is used to improve the support we offer.

2. How will school staff support my child?

- All students with Special Educational Needs and Disabilities have an Individual Learning Profile. 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 termly and amendments are made.
- Teacher liaison sheets are used to target additional support in the classroom.
- Identified students are given additional literacy, numeracy, social and emotional support through withdrawal sessions in our learning support department.

- We have a team of Learning Support Assistants who provide in-class support in identified classes to help to further meet the needs of students with special educational needs, including those students with English as an additional language.
- Individual Learning 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 students' progress is tracked through whole school tracking procedures.
- We have a school governor named in our SEND Policy who has specific responsibilities for this area of work.
- A termly report, compiled by the SENCO is presented to governors outlining how we identify, assess and provide for all pupils with SEND.

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

- 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 bands/sets according to need and ability. The pace and challenge in all lessons in all bands/sets supports all pupils to achieve expected outcomes and realise their true potential.
- The curriculum at the Academy is highly differentiated and adapted to encompass all learning styles.
- Students' are assessed regularly throughout the academic year to ensure that teaching is effective and students are making expected progress.
- We provide GCSE support and vocational options for students as well as offering the Prince's Trust personal development programme for students who require this.
- Student data is used daily to inform teachers planning and tailor their teaching to meet individual needs.
- Specialist outreach support is available for students who are identified as requiring additional and more specialised support.
- Literacy and numeracy intervention takes place before and after school for identified students to help boost their skills.

4. What support will there be for my child's overall wellbeing?

- The school's Pastoral Team is made up of Heads of Year for each year group alongside a Director of Progress and a school chaplain. There are also opportunities for pupils to share their views and opinions as members of the Student Council.
- The Academy provides an extensive range of therapeutic provision.
- Lunch time clubs operate for vulnerable pupils and pupils struggling with friendship groups.
- If your child has medical needs you will be invited with health care providers to contribute to a Health Care Plan. Your child's medical care will be monitored by their Head of Year. Medication for students will be administered if required.
- Breakfast club is available for all students from 8am. The Academy provides a free breakfast for all students who wish to access it. Students are supervised by academy staff during this time.

- The academy employs an internal school based counsellor as well as an emotion coach.
- The SEND base offers quiet spaces and calmness areas for pupils to reflect and gain sanctuary.
- The SEND base offers a sensory circuit for students who require use of this facility during the school day.
- The Academy prides itself on its use of rewards; the reward system gives all students opportunities to shine in different ways.

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

- At ASFA Learning Support Assistants support students with special educational needs. The Academy has an Educational Psychologist who visits regularly to assess students and provide advice to staff on how to meet students' needs.
- The academy accesses specialist services when appropriate, including: Physiotherapy, Sensory Service, outreach from specialist provision, Child and Adolescent Mental Health Services (CAMHS), Young Peoples Advisory Service (YPAS), Ethnic Minority and Traveller Achievement Service (EMTAS), Education Welfare, Speech and Language and Connexions.
- We have a designated school nurse who facilitates the immunisation programmes and provides a “drop-in” service for students. The School Nurse will also meet with students who are referred to her for more targeted support.
- The SENCO, Directors of Progress, Learning Support Assistants and Heads of Year support pupils with special educational needs.

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

- The SENCOs have the National SENCO Award accredited by John Moores University and attend termly briefings run by the Local Authority.
- The Academy ensures that all staff are trained to support students with a wide range of special educational needs. This includes training in ADHD, ASD, dyslexia, behaviour management and medical conditions.
- Learning Support Assistants are trained in specific areas of need, their expertise is shared with teaching staff.
- Teaching and Learning briefings take place weekly at ASFA, good practice and expertise are shared during these sessions and a teaching and learning toolkit is available to all staff.
- All information and advice about students' special educational needs is readily available for all staff on the secure network.
- Designated teachers receive regular safeguarding and first aid training.
- Identified students carry information cards with specialist medical advice with them during their time at the Academy.

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

- The Academy is a fully inclusive school.

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

8. How accessible is the school?

- The Academy is fully wheelchair accessible; there is lift for access to classrooms above the ground level.
- There are disabled toilets throughout the school and changing facilities with a hoist to provide special support for students with physical disabilities.
- All desks in classrooms are adjustable and suitable for students who are wheelchair users.
- We have strong links with hearing and visual impairment services and seek their expertise and advice for individual students.
- Please see our accessibility plan on the website for full details.

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?

- At the Academy we have a primary liaison team. The team visits all of the primary schools of prospective students; they talk to year 6 staff and students. Identified students are invited to take part in our transition programme. This involves students visiting the academy with the year 7 Head of Year and experiencing academy life prior to starting here.
- The Academy holds a free summer school for year 6 students.
- The Academy has strong links with primary schools and students regularly visit The Academy for taster sessions. We hold taster days for year 4, 5 and 6 students throughout the academic year.
- 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.
- For pupils moving to college, sixth form or work based learning, transition plans begin in year 9 so that the new provision is fully aware of a pupils support needs when they eventually transfer.
- A Careers, Information and Guidance worker at the Academy advises students during their post 16 transition, including those students who stay on to attend All Saints Sixth Form College.

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

- Decisions on how to allocate resources are made according to the needs of the pupil.

- 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.

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

- 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.
- The progress of all students is monitored and tracked closely 4 times a year.
- Additional whole class or small group support may be identified for individual students.

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

- Early transitional meetings and visits are available for all parents of prospective students with special educational needs.
- Regular coffee mornings take place to allow parents/carers to meet with key staff and discuss their child's needs.
- Parents are given the school contact details and encouraged to make individual appointments if they have any specific worries or concerns.
- Parents are invited to celebration assemblies.
- Parents/carers have the opportunity to become parent governors and attend regular meetings.
- The Academy holds regular community events, festivals and afternoon teas.

I3. Who can I contact for further information?

- Parents are encouraged to visit the school website for further information: www.asfaonline.org
- Contact: 0152 260 7600

Laura Riley KS3 SENCo rileyl@asfa.allsaintsmat.org

Sue Warrior KS4 SENCo warriors@asfa.allsaintsmat.org

The Local Offer can be found on the liverpool.gov.uk website as part of the Family Services Directory.
[SEND Local Offer | Liverpool Family Information & SEND Directory](#)

SENCO; Special Educational Needs Co-ordinator

LSA: Learning Support Assistant

TAC: Team Around the Child

EHAT: Early Help Assessment Team