

# **St Michael's Church of England High School**

**'Jesus grew in wisdom and stature' (Luke 2 : 52)**



## **SEND Information Report**

**Reviewed October 2023**

**Next review October 2024**

## St. Michael's Church of England High School Local Offer

### Definition of SEN

A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

### Statement of Principles

St Michael's Church of England High School values the abilities and achievements of all students. We are committed to discovering the best learning conditions for each student, promoting development in understanding and social maturity alongside their peers wherever possible. We host special resourced provision for Cognition & Learning needs with a capacity of 18 students an ASC with a capacity of 9 and a Transition Base for Year 7 and 8 pupils. **You require an EHCP to access these provisions and places are allocated through Sefton Council.** In addition, we support students in the four broad areas which the Code of Practice identifies: Communication and interaction, Cognition and Learning Social, emotional and mental health difficulties and Sensory and / or physical needs. All students have the same entitlement to the full range of the school curriculum, and we are committed to making this accessible to all our students through

differentiation and varied teaching styles, according to individual needs wherever possible. The underlying principle which informs the SEN policy is that of inclusion: that all students are valued for what they bring to the school and are entitled to take part in all that the school has to offer, in the most appropriate ways possible and given the resources available. We will involve parents or carers and students themselves in discussion about any difficulties, and plan appropriate action with them, whether that is long or short term. The information within this report is applicable to all of our students including those Students who are looked after by the Local Authority, where this is the case, the team within the school will work closely with the Virtual Head and the team around the student to ensure that their needs are accurately identified and met.

### **Principles**

- ⇒ All members of the school community will be committed to and be part of the support of students with special educational needs
- ⇒ We welcome students with special educational needs and want to support them within their community
- ⇒ As far as is possible, we support students within mainstream and avoid withdrawal where possible
- ⇒ Special needs are diagnosed, and support supplied
- ⇒ All staff share curriculum responsibility and therefore should receive professional support

### **How do we aim to meet the needs of students with SEN?**

- ⇒ By providing in class support for both students and staff
- ⇒ By accurate diagnosis followed by planning and delivery
- ⇒ By working closely with parents and outside agencies
- ⇒ By providing specific individual or group support
- ⇒ By providing adequate specialist back up

- ☐ By providing a supportive and caring environment in which both students and staff feel confident to turn for advice

### **In Summary**

The support of individual students is a responsibility shared by all staff and concerned adults. The Faculty of Learning Support has both a leadership and enabling role in meeting that responsibility.

***\*Throughout this document “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.***

### **Identifying the needs of students**

All children with additional needs are recorded annually on the SEND register, details of which are shared with all staff. Parents, carers and teachers collaborate to provide for the needs of individual students, as outlined in student passports. The process is managed by the SENCO in conjunction with the Heads of year and the Senior Leadership Team. The families and designated professionals also play an important part in ensuring that students’ individual needs are catered for.

Parents or carers of children with disabilities or additional needs are expected to notify the school of these at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

As part of the admission process, primary schools notify St Michael’s High School of any known additional needs of their students who are in the transition process. The SENCO meets with parents who wish to discuss further the accessibility of the curriculum to ensure that reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification.

It is possible that during a student’s education, he or she may become disabled; his or her additional needs may first be identified, or they may become more serious. Regular communication between parents and staff is vital in order to ensure that the student’s participation in school is maximised. We will work alongside parents, teachers and support

staff and external agencies to explore making reasonable adjustments for individual needs, for example additional arrangements and risk assessments. If, for any reason, St Michael's High School can no longer provide an environment suitable for the student to participate and thrive, parents will be consulted and, where appropriate, the move of the student to another educational establishment will be requested.

**Promoting equality of opportunity between people with disabilities and other people.**

The school currently has in place the following to ensure equality of opportunity for students with physical needs.

- Accessible toilets x4
- Changing Rooms including shower facilities x2
- Physio Room equipped with electronic hoist system
- Hygiene Room equipped with toileting facilities.
- Lift enabling access in E Block
- Evacuation Chairs x2
- Portable ramp to enable access to the stage in the Main Hall

**Students with disabilities:**

- Appropriate curriculum for all students with disabilities
- Close liaison between subject teachers, pastoral teams and the Learning Support Faculty, to ensure fair curriculum access
- Encouragement of students with disabilities to participate in extra-curricular activities with LSF support where appropriate
- Progressive use of ICT
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational and associated services
- Ensure suitable and sufficient access and participation
- Consulting with experts on the best use of resources and funding

- A wide variety of quality first strategies and support material will be used, including timetables, key word lists, support materials, visual timetables, writing frames, lesson notes, differentiated tasks or outcomes, enlarged print, laptops, mentoring, Special exam arrangements (internal & external).

At all times, St Michael's High School will take full account of:

- Specific impairments
- Student and parental views
- Advice from teachers
- Advice from other designated professionals

The Learning Support Faculty (LSF) is committed to supporting students throughout their school life. The faculty consists of:

Miss K Boal (Inclusion Manager- SENDCo) – QTS, NPQSL

Mrs C Middleton (Assistant SENDCo) – QTS, Level 2 Autism Certificate, Level 2 & 3 Mental Health

Ms K Smith (Learning Support Manager)

X2 HIVE Inclusion Teacher

Zones of regulation Teacher

Speech and Language Therapist

St Michael's has a large number of Teaching Assistants (TAs) with a variety of skills and expertise.

If you would like to contact the SENDCo, please email [Kathryn.Boal@ldst.org.uk](mailto:Kathryn.Boal@ldst.org.uk) or contact her via the school office, using telephone number 0151 924 6778.

St Michael's offers a range of extra-curricular support to help any student who we feel would benefit from this provision. Homework Club is available to any student who benefits from support to help them with their homework in a secure and safe environment. Exam access is available to students who meet the criteria. The criteria is outlined within the JCQ guidelines which states schools and exam boards;

'are required to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled'.

Our SENCo will carry out assessments from year 9 to ensure the correct reasonable adjustments are in place throughout KS4.

All students who are entitled to exam access, complete their exams within the LSF with TA support available. Exam access includes extra time, rest breaks, modified papers, word processing, prompts, scribes and readers/reading pens.

Staff in the LSU work hard to ensure that students with special educational needs fulfil their potential. Our experienced, well-qualified staff are able to carry out diagnostic testing and analyse the results to produce teaching programmes to support the SEND students in order to address academic, social and behavioural needs. Our monitoring and record-keeping procedures are organised, and we track SEND students' progress. Close liaison with SEND senior management, curriculum leaders, pastoral leaders, educational psychologists, and other educational establishments ensures the continuity of provision.

Parents are welcome to phone, email or make an appointment to discuss their child's progress at any time. If you have any concerns about your child's progress you should contact Miss K Boal (SENCo) or Mrs C Middleton (Assistant SENDCo).

### **Involvement of Parents/Carers**

Every effort is made to ensure that parents and students are involved in all aspects of school life. Parent's views are sought regularly during parent evenings and they are regularly involved in planning the support and learning activities for their children.

We encourage all parents to attend any meetings, so that they are informed on a regular basis of their child's progress. Students with an EHCP are also invited to the review meetings, where they are encouraged to offer their views.

Students who are on our SEN Register will have a support plan which is updated termly. This plan will be sent to parents and school will contact home for any comments or feedback. Students meet with a member of the SEND team termly to provide their feedback and to

ensure students, parents and school are all part of the review process. Parents can request telephone, virtual or face to face meetings to discuss their child's plan.

The SEND department is accessible to students throughout the day if they need to discuss any difficulties or concerns they may have. Parents are encouraged to contact us if they have any worries or questions they may have.

### **QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS**

*"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.*

*Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."*

SEN Code of Practice 2015 6.12

The approaches listed below reflect adjustments that can be reasonably offered within St. Michael's High School. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. However, Teachers will choose the adjustments they feel will support the pupils in their class. This is therefore not an exhaustive or exclusive list. It simply summarises approaches that may be drawn upon to create an inclusive learning environment. Approaches could vary considerably depending upon the needs of the pupils in a class or the subject taught. Teachers will make a professional judgement regarding the strategies they employ to promote progress.

#### **Approaches to support Communication and interaction**

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language



- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions
- Use of task organisers

#### **Approaches to support social, mental or emotional health**

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood behaviour policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations

#### **Approaches to support cognition and learning needs**

- Adapted Curriculum, pertinent to pupils' level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance with level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

#### **Approaches to support sensory and or physical needs**

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to consider sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

Students make progress at different rates. Not all students learn in the same way and need to be taught in different ways. All students will receive help through differentiation but if the student does not make satisfactory progress, the school will do more to help. All staff are responsible for identifying students with special educational needs. The SENCO will work with staff to ensure that those students who may need additional or different support are identified at an early stage. The progress made by all students is regularly monitored and reviewed. Students are only identified as having special educational needs if additional or different action is being taken. The range of support that every student at the school can expect is:

- ability setting in core subjects at KS4 and in the majority of subjects at KS3;
- SATs data analysis;
- well planned lessons which are adapted appropriately to ensure access for all;
- Learning Mentor Support ;
- individual target setting in all subjects;
- Students are active in Assessment for Learning;
- Homework club;
- ICT support.

Progress of all students is tracked rigorously. Heads of Year in consultation with their Progress Leader for each key stage and the SENCo meet regularly to review and track pupil progress. Any student who is failing to make appropriate progress despite Quality First Provision will be referred for further assessments by the SENCo. If it is felt that this student has a need which requires something different and additional to that of the majority of peers, then parents will be consulted.

## **Additional support available for children and young people with special educational needs**

St Michael's will identify pupils within our assessment cycle who are not making appropriate progress. Once identified we will consider all the factors that could affect progress and decide whether any SEN is impacting on learning. It may be necessary to consult with outside professionals to help gain a better understanding of the pupil's profile. Alternatively, it may be felt we have enough information to decide next steps internally. If the school decides that the pupil requires a SEN support plan to make progress, we will contact the parents and put effective special educational provision in place.

### **The Graduated Approach**

Having identified a Special Educational Need appropriate support is put into place to achieve targeted outcomes. This process is described in the SEND Code of Practice as the Graduated Approach. It has four stages.

#### **Assess**

The school will gather all the information they have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, how they respond to teaching approaches, etc.

#### **Plan**

A support plan is put together to outline the methods to be used in order to achieve specific outcomes. The plan may include any or all of the following:

- a) Quality First inclusive teaching approaches identified to enhance the pupil's learning.
- b) Focused in class support from a teaching assistant that is required to facilitate pupil progress or enable curriculum access. Support will be directed by the teacher and ultimately aim to develop the pupil's independence.

- c) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored
- d) Resources to ensure access to curriculum or environment
- e) The role of the parent / carer and pupil in the implementation of the plan

### **Do**

Once recorded the plan becomes a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success. A variety of practitioners may be accountable for elements of the plan. However, the SENCo will manage the plan and be accountable for the review of outcomes.

### **Review**

A timescale must be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan.

### **Further Options**

- Further consultation requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- Request for top up funding from the local authority, if the cost of support goes beyond the £6,000 threshold that is the school's responsibility. The school will complete a high needs application which shows that their plan is efficient and likely to succeed

Parents and or school can apply for an Education Health Care Assessment if the pupil is still not making progress, despite the school having taken relevant and purposeful action over time. In these circumstances, St Michael's will have exhausted all resources available to us as a mainstream provision.

### **TRACKING PROGRESS**

At St Michael's we are committed to a system of Identifying and assessing individual student's needs and providing appropriate support to ensure their inclusion in all aspects of school life. Curriculum support (Provision) is achieved by:

1. Reporting student needs to all members of school staff.
2. Providing an appropriate curriculum, considering:
  - National Curriculum and examination syllabuses
  - Continuity and progression
  - Departmental development plans.
3. Delivering an appropriate curriculum, considering
  - Suitable teaching materials
  - Effective, differentiated teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image.
4. Providing learning support through
  - Curriculum development
  - Support teaching including specialist teaching
  - INSET.
- 5 Regular monitoring and tracking using the school's assessment tools and individual diagnostic assessments
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively.

## **TRANSITIONS**

### **Providing support for pupils moving between phases of education and preparation for adult life, so that they can achieve good outcomes.**

A range of practices are employed by St Michael's High School to support students from year 6 to year 7 making sure they feel prepared on entry. Transition begins in the September prior to the year of entry, when potential students attend an Open Evening with parents to introduce them to the school and the staff, before the application process begins. Parents with SEND children can arrange extra visits to speak to the SENCO to help them to prepare by addressing any worries and providing information about both the transition process and the available provision at secondary school.

Visits are conducted by the SENCO, Head of Year, Pastoral Lead and Progress Leader (KS3) to the main feeder primary schools in order to meet the students and find out key information from the SENCO and classroom teacher.

Learning Support offers individual transition programmes for students with significant additional needs. In such cases students may attend a four-to-six-week programme of visits with a personalised programme. Where students have significant need the SENCo may visit the primary school to provide some observational evidence and may also organise for a Teaching Assistant to meet the student in the Primary setting before their visits. Parents of SEND students are welcome to phone the SENCO to arrange extra visits to help with transition.

St Michael's works closely with other agencies that are already providing support in the Primary setting to gain information and advice. Students eligible, will be invited to attend a Summer Camp in August prior to transfer.

Considerable care is taken in Year 9 to ensure that students identified with SEND receive advice and consultation for option choices. The SENCo champions the cause of these young people and liaises with Connexions to ensure they receive advice. Their option choices are given priority. One of our main aims is to ensure that students in year 11 are able to progress at 16 to suitable education, training or employment. The Career Connect Service works with students and parents who hold an Education Health Care Plan or receive higher needs funding to help with the co-ordination of services and programmes for key transitions. SEND students also have access to a drop-in service twice weekly.

#### **BUILDING CAPACITY**

The Learning Support Faculty at St Michael's includes highly skilled and well qualified staff. The Team includes specialist teachers of Dyslexia and English and Maths specialism. They also have considerable experience in teaching children with dyspraxia, dyscalculia, sensory impairments, Autistic Spectrum Condition and social, emotional and behavioural difficulties. Teaching Assistants have either had extensive experience and training in working with children with SEN or are newly qualified graduates with excellent subject knowledge. Training for supporting students with SEND is seen as a very important aspect of the work we do at St Michael's and there is an ongoing whole school training programme which takes account of this need.

The SEN Department supports a multi-disciplinary approach to maximize the educational provision for students. Many agencies and services are able to identify, assess and provide support for SEN students and advice for staff. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named school nurse who liaises with the SENCo regarding students identified as SEND as well as receiving referrals.

The SENCo accepts responsibility for access to these support services and for liaising with other professionals.

The SEN Department works with the following services that are provided by Children's Services and Health professionals, contact details are included:

- ☞ Sefton Teaching and Psychological Service – (SEPPS) Contact Number - 0151 934 3462
- ☞ Sefton Advisory and Inclusion Service – (SAIS)  
<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=0emGdGItp4Y>
- ☞ Speech and Language Therapy  
<https://alderhey.nhs.uk/services/speech-and-language-therapy>
- ☞ Child and Adolescent mental Health Service – (CAMHS)  
<https://alderhey.nhs.uk/services/sefton-camhs>
- ☞ Community Paediatrician  
<https://alderhey.nhs.uk/services/developmental-paediatrics>
- ☞ Physiotherapy  
<https://alderhey.nhs.uk/services/physiotherapy/community-physiotherapy-south-sefton>
- ☞ Occupational Therapy  
<https://alderhey.nhs.uk/services/occupational-therapy/sefton-community-occupational-therapy>
- ☞ Career Connect  
<https://careerconnect.org.uk/>
- ☞ CAF Team  
<https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=A-YprimQ7jE>

SEPPS and SAIS service includes the Educational Psychologist and Advisory Teaching Service – staff specialising in supporting students with learning difficulties. School benefits from an Inclusion Consultant. Twice yearly formal planning meetings are held when student needs can be discussed and prioritised. This is an opportunity for advice from specialists and to monitor and evaluate student’s progress, in addition to planning future support. However, the evaluation process is ongoing and additional meetings are held with parents and students to ensure they are involved and fully understand the planning in the process and are given an opportunity to evaluate and review. An EWO is funded at St Michael’s Church



of England High School. The EWO provides a valuable link between home and school. The SENCo maintains close liaison, meeting fortnightly to monitor and discuss vulnerable students or those facing difficulties relating to attendance. Home visits are arranged and transport for parents who are willing to attend school.

Sefton Council's Local offer can also be found here: <https://www.sefton.gov.uk/localoffer>

#### **QUALITY OF PROVISION**

St Michael's provides termly updates on student progress. This will take the part of a summary of progress. A full report and a consultation evening when parents can meet all subject staff and Head of Year. The SENCo is available at all consultation evenings and parents are free to discuss any questions or concerns they may have. Parents of children with Education Health Care Plans are invited to school at least once a year to formally review their child's progress and provision with. Parents are welcome to phone, email or make an appointment to discuss their child's progress.

Staff in the LSF work hard to ensure that students with special educational needs fulfil their potential. Our experienced, well-qualified staff are able to carry out diagnostic testing and analyse the results to produce teaching programmes to support the SEND students in order to address academic, social and behavioural needs. Our monitoring and record-keeping procedures are organised and we track SEND students' progress. The LSF informs and supports subject teachers in adapting their lessons as necessary to accommodate the needs of individual students. Staff are also advised about the needs of SEN students through a regularly updated SEND document. Close liaison with SEND senior management, curriculum leaders, pastoral leaders, educational psychologists, and other educational establishments ensures the continuity of provision.

#### **EQUAL OPPORTUNITIES**

At St Michael's we aim:

- To give young people the experience in school as a caring, supportive community, where life is enjoyable and where there is equality of opportunity regardless of sex, race, culture, ability, social class, or age.

- To provide a secure, safe, and happy place of work for all members of the school community.
- To enable all young people to achieve their academic potential and to develop as fully as possible their abilities, interests, and aptitudes, including additional provision for those whose needs are in some way special.
- To allow young people to develop lively enquiring minds, to be capable of independent thought and self-appraisal and to experience enjoyment in learning so that they may be encouraged to take advantage of educational opportunities in later life.

As a resourced school for students with ASC and Cognition & Learning difficulties, we embrace the inclusion of all and strive to remove barriers to achievement. We are aware of our duties as outlined in the Equality Act (2010) and ensure that reasonable adjustments are made to ensure inclusion for all. Students with physical disabilities have specific and sometimes complex medical needs. These students' health needs are extremely important to us, and we acknowledge we have an essential role to play in contributing towards their wellbeing. We have established close links with health agencies and enjoy excellent relationships with health professionals. The Physiotherapist Department offers an outstanding service to school and have provided invaluable advice and training. With the Educational Psychologist and Inclusion Consultant for complex needs we are able to complete specific target setting for these students and prepare for any transition period. The hoisting equipment and hoists are serviced regularly, and every effort is made to ensure students are comfortable and happy with all procedures. Pupil voice is important to us, and student views are always consulted and acted upon wherever possible. We have produced our own moving and handling policy which all TAs are familiar with, and risk assessments are stringently adhered to.

Participation in all aspects of school life is our aim for all students. We closely monitor attendance in extracurricular activities and ensure that all students have equal access. Students with physical disabilities have significant barriers in sports and PE and we have devised alternative physical challenges to ensure they are included in competitive sport. We continue to look for ways in which all our students can participate in every aspect of

school life. St Michael's Church of England High School is committed to the spirit of inclusion.

#### **OFFER FOR PUPILS WITH EMOTIONAL AND SOCIAL NEEDS**

We believe that all children and young people have the right to be healthy, happy, and safe; to be loved, valued, and respected; and to have high aspirations for their future. It is also our belief that all children and young people in St Michael's are entitled to an emotionally secure and safe learning environment in order to develop, learn and achieve and make a successful transition to adult life.

We have a developing nurture base (The Hive) that supports pupils for a targeted intervention period. Pupils identified for this provision will access an adapted environment that seeks to provide effective access to the curriculum and emotional support required to successfully engage pupils within mainstream classes.

We have a strong Anti-Bullying Policy and involve students in the review of this policy. We work to create a positive and caring environment which promotes social development, emotional well-being, and respectful relationships.

- We strive to provide a consistent approach to the quality of learning, teaching and behaviour by taking collective responsibility for the achievement and well-being of all children
- We recognise the strength of the relationship between quality first teaching, personalised curriculum, extended opportunities, and strong pastoral systems as these are the cornerstones for the positive engagement of young people

Our Christian Values are live, and our young people are encouraged to embrace these values and to demonstrate them in their everyday challenges. We have a dedicated Pastoral Team which includes mentoring staff and two school chaplains. We encourage Pupil Voice and students are given opportunities to develop social skills and resilience through structured programmes.

#### **Complaints**

These will be dealt with in accordance with the school's complaints procedure. Initial concerns should go to Heads of Year, then the SENDCO and if this has not resolved the matter to the Headteacher. For independent support parents/carers may contact SENDIASS (Sefton's Information, Advice and Support Service) by telephone on 0151 934 3334.