

## **The Studio School Liverpool**

### **SEN Information Report 2014-15**

#### **Contributing to the Liverpool Local Authority Local Offer**

##### **Introduction**

Welcome to our SEN Information Report which is part of the Liverpool Local offer for learners with Special Educational Needs (SEN)

The Studio School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

##### **Quality Teaching First**

The Studio Staff strive to provide high quality teaching to all students. Teachers prepare Medium Term Lesson Plans (MTLPs) and lesson plans which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class may involve many adaptations and strategies, dependent upon the needs of the student.

##### **Tracking and Monitoring Progress**

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and all grades are recorded within the school SIMs system at least once per learning cycle (7 weeks). Staff are responsible for setting each student achievable yet challenging target grades and having high expectations of progress. The Senior Management Team (SMT), Heads of Departments, Learning Coaches and the SENCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions within specific subject areas or Support Coaches.

##### **Identifying SEN**

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will then raise that concern with the SENCo. The SENCo will then investigate further by liaising with parents,

gaining the views of the students, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring to the early intervention panel if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

Some students transitioning to The Studio School are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is 'where *their learning difficulty or disability calls for special educational provision, namely provision 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*'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Published June 2014 for Implementation September 2014.)

Students with SEN will be placed on the School's SEN register, which is accessible to all staff in school.

### **Supporting SEN Students**

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention sessions with a Progress Mentor or a Learning Support Assistant, in-class support, referrals to outside agencies.

Interventions follow a monitoring cycle involving: assess-plan-do-review. Interventions will be based on a 7 week cycle but have interim review after week 3. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Parents/Carers of students with SEN will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern.

### **Education, Health and Care Plans**

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition. For Key Stage 4 students, they will begin with reviewing those in Year 11.

Students with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

### **Working with Outside Agencies**

Where a student with SEN is not making progress and The Studio feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

### **Parent and Child Involvement**

The Studio puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to the SENCO, Learning Support Assistants, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers.

### **Equality (inc. accessibility)**

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

The Studio is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: lunchtime, music, sports clubs, open evenings and charity events. SEN students have also participated in student panels for new members of staff.

### **Transition**

The Studio understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEN.

For students entering Year 10 or 12, the SENCo will endeavour to liaise with all previous schools for students with SEN. They will pass on all relevant information, including SEN files.

Parents/Carers of students with SEN in schools whose child will be coming to The Studio are always welcome to contact our SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All students entering Year 10 and 12 into The Studio attend a number of Open Evenings, induction events and personalised interviews with SMT and SENCo. Parents/Carers of students with SEN are also invited into attend parent forums, so that they can ask questions, meet key staff and give opinion.

For students with Statements of Special Educational Need, the SENCO will attend Year 9 Statement Review meetings (when possible and invited) to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the previous school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs who are considering a placement at The Studio are very welcome to contact the SENCO at The Studio at any time to discuss their child's needs or arrange a meeting or visit to The Studio.

For students with SEN entering our Sixth Form, their support will be discussed with them and parents/guardians and provision put in place as appropriate.

### **Funding for SEN**

Schools funding

### **Staff**

Key staff working with students with SEN are as follows:

**The Studio School SMT** – Responsible for monitoring the progress of all students and interventions for students requiring any additional support.

**Director of Inclusion** – Miss Tomlinson

**SENCo: Miss Helen Dring** – Responsible for implementation of the school's SEN policy, management of the day to day support, progress and inclusion of all students with SEN, identification of students with SEN, Liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEN needs and liaising with other schools.

**House Manager** – Mr Donaldson

**Support Coaches** – Working with SEN students both in-class and on intervention programmes.

**SEN Governor** – Mr Mike Talyor