



**Northern Schools' Trust
The Studio School - Liverpool**

**Introduction to the Code of Practice
for students with SEN for parents
and carers**

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SENDCo The Studio School

Background

- *In Sept 2014 a new Code of Practice for students with Special Educational Needs came into force in all schools*
- *School Action, School Action Plus are now merged into one*
- *Statements have now been replaced by Education and Health Care Plans over a three year period.*

At The Studio School–Liverpool, we:

- recognise our responsibilities under the Code of Practice for contributing to the identification and assessment of all students with Special Educational Needs.
- have an admissions policy that reflects the ‘inclusive ethos ‘ of the school
- recognise our responsibilities under the Disability Rights Act (2003), the Equality Act (2010) and the Supporting Student’s with Medical Conditions’ guidance (2014)



Code definition of a student with Special Needs

A student is deemed to have special needs if they have a:

- Significantly greater difficulty in learning than the majority of children the same age

Or

- Disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream schools

Students with Physical Needs

The Studio School-Liverpool has lift access for the majority of the school with disabled toilet facilities.



The SEN and Inclusion Policy

- The full policy can be viewed on the Studio website: <https://thestudioliverpool.uk/policies/> but the following slides itemize the main points of our 'graduated response' to students with additional needs.

The Graduated Response

All teachers are teachers of students with special educational needs and have a whole school responsibility for:

- Teaching and assessment
- Effective planning for differentiation if appropriate
- Making use of the specific information in the Inclusion Handbook designed for supporting staff who teach students with additional needs
- **The majority of students will progress with these arrangements, however students with ‘significant’ needs may require an enhanced level of provision.**

Next Stage Transition from Previous School

The SEN Team in the September of the students first academic year will endeavor to:

- Collect any important assessment data from the previous school
- Arrange observations in current school if appropriate
- Find out the student's strengths, interests, and learning style from our own assessments on entry
- Re-apply for any 'access arrangements' a student may have had for exams so they can be replicated at The Studio School-Liverpool if appropriate

It is extremely important that parents hand to the SENDCO any evidence they have of their child's medical condition or previous history of a diagnosis of ADHD/ ASC etc. so the appropriate arrangements can be made.

When students arrive at The Studio School - Liverpool

- Assessment is a continuing process that may identify students who are struggling with the demands of a Key Stage 4 curriculum
- We use a variety of progress measures including National Curriculum and Standardised testing data
- For more specialised assessment data we will use a specialist teacher or outside agency reports



Role of SENDCo

- Overseeing the day to day operation of the school SEN policy
- Leading the team of Teaching Assistants and directing the work of outside SEN support staff
- Liaising with parents
- Liaising with external agencies such as Educational Psychologist, Speech Therapy services, Social Services etc.
- Leading the school's response on securing, where appropriate, additional specific support or a change of provision

Students who are in the Inclusion Handbook

- If a student's rate of progress is not 'adequate' for their ability, they are identified to teachers through the Inclusion Handbook
- Each student identified in the handbook will have a Passport for Learning that is given to all teaching staff at the start of the academic year or when they are placed on the SEN register



Passport for Learning

This response is only needed if a student

- Fails to make progress despite purposeful intervention from the class teacher
- Continues to work at a level 'substantially' below that expected of a student of a similar age
- Has emotional difficulties requiring an additional pastoral response
- Has sensory or physical needs
- If significant needs are still present an EHC plan request may be needed

School request for statutory assessment

- Under the new regulations this is no longer called a 'Statement'. It is now referred to as a EHCP or an Educational Health Care Plan and is only used for students who have a significant need that cannot be support solely from school's own resources. It also emphasised the need for agencies other than education to be part of the process

Schools complaints procedure

- Every attempt will be made to make parents feel part of the process that school adopts to support students with special educational needs
- In the unlikely event that parents should want to make a complaint about any aspect of the schools policy on Special Educational Needs please follow the procedure laid down in the whole school complaints policy



Inclusion Team Useful Contacts

- Special Needs Governor
- Tim Slack 0151 230 1330
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