



## SEN Report to Governors October 2019 – reviewed January 2020

<b>SENCO</b>	Mrs Lisa Dwyer
<b>DATE OF REPORT</b>	1 <sup>st</sup> October 2019
<b>SEN GOVERNOR</b>	Mr Tim Slack

### Overall statement based on Ofsted descriptors regarding the quality of SEND provision in the school

The Studio School-Liverpool is a 14-18 mainstream provision. The percentage of students deemed to have special educational needs is currently 34.3% of the school population. We accept a wide range of students with additional needs including those with physical and emotional needs. The attainment and progress of students with SEN is regularly monitored and contact is always made with parents when assessments are needed so we can have a collaborative approach to supporting the students’ academic and social needs.

Changes in SEN in 2014 lead to a re-evaluation of the students who are placed on the register and what for. The school action plus and school action sections have now merged into one so the students on the register have been evaluated as students who have “additional needs significantly greater than their peers”. A separate register for students who have access arrangements for exams is also in place.

The criteria used is as follows:

- Cognition and Learning                      All students who score less than 83 in V NV and Q CAT tests on entry
- Communication and Interaction            All students with evidenced diagnosis or on ‘Pathway’
- SEMH / Physical Needs                      All Students with evidenced diagnosis

## SEND Register for September 2019/20

Number of students on the SEN Register	106
<b>Specific Needs of pupils on SEN Register</b>	
Cognitive and Learning (CL)	21
Social and Emotional and Mental Health (SE)	29
Communication and Interaction (COM)	39
Sensory and Physical (PS)	18
Percentage of students in relation to the whole school population	<b>34.3%</b>

### Any significant changes from last year?

The numbers of SEND students remains similar to the past two years.

### Attainment and Progress:

	2015	2016	2017	2018	2019 (P)	2019
<b>Attainment 8</b>	44.60	49.18	44.21	42.64	47.96	45.81
<i>Attainment 8 SEND</i>	24.00	45.58	42.08	34.96	42.32	39.66
<i>Attainment 8 Non SEND</i>	47.22	51.17	44.44	45.62	49.03	46.98
<i>SEND Gap</i>	23.22	5.59	2.36	10.66	6.71	7.32

	2015	2016	2017	2018	2019 (P)	2019
<b>Progress 8</b>	-0.85	-0.29	-0.31	-0.40	-0.21	-0.41
<i>Progress 8 SEND</i>	-1.06	-0.27	-0.31	-1.03	-0.61	-0.88
<i>Progress 8 Non SEND</i>	-0.82	-0.30	-0.30	-0.15	-0.13	-0.32
<i>SEND Gap</i>	0.24	-0.03	0.01	0.88	0.48	0.56

SEND gap has reduced in both attainment and progress since 2018.

### **Arrangements for identification and assessment of SEND pupils**

Staff try to identify all new SEND students during the initial 1:1 SLT meetings. Application forms are passed over to the SENCO to arrange meetings and to discuss with parents and students their additional needs. This allows us to ensure we can meet the students' needs.

Not all parents disclose their child's needs but there is another opportunity to identify needs during the enrolment process.

The SENDCo is thus able to inform teaching staff of the new SEND students (that we know about) during September Inset - before the students start.

Throughout the year, students' needs are identified using a variety of indicators including CAT tests, regular standardised testing for reading and spelling, school internal progress data, Advisory Teacher and Educational Psychologist assessment, and other screening tools such as Lexia Reading Workshop, Lucid Exact and Irlens.

### **Update on accessibility arrangements**

Most of the building is accessible for students who may use a wheelchair. We have lift access and several disabled toilet areas for student use. In addition to this academic access to exam concessions is provided to students who qualify through a vigorous screening programme including provision for students with Vision Impairment, Dyslexia, and emotional needs to ensure all students reach their potential. All students who qualified for access arrangements were supported during the examination period of summer 2019.

### **Update on SEND provision arrangements (curriculum and interventions)**

Curriculum support is provided by Quality First Teaching in the first instance and two Learning Support Coaches who assist the subject teachers. In addition to this, the Learning Support Coaches led groups of identified students in literacy catch up sessions, 1:1 coaching, destinations, 1:1 SEMH support, T-levels trials, small group revision sessions for Year 11, access arrangement support (readers, scribes, invigilators for SEN students) and day to day responses to struggling students.

For children with emotional needs such as ASC or SEMH they can access the Autism Outreach Service (OSSME), the YPAS Wellbeing Clinics or the Educational Psychologist as appropriate.

### **SEND budget allocation for the past 12 months**

School Budget Share– Notional SEN Funding = £123, 467.74

Budgeted Expenditure for the academic year includes;

SENDCo salary, teacher salaries, Learning Support Coach salaries, Educational Psychology Services, Advisory Teacher Services, Outreach work Services (OSSME)

School Counsellor Services, IT Hardware, Software and other resources

### **SEND Staff resources**

We have a fully qualified SENDCo who works Tuesdays and Thursdays 8-4/5.

We currently have 2 full time Learning Support Coaches.

We have an Educational Psychologist who completes the specialist assessments.

For children on the Autistic Pathway we can provide support from OSSME our outreach service.

### **Complaints relating to SEND in the past 12 Months**

No complaints relating to SEND have been received by the Head and Governors as the school works hard to resolve any concerns that parents may have. However in the unlikely event of a parent needing to make a formal complaint the procedure for this is clearly outlined in the SEN policy on the website.

### **SEND School CPD arrangements in the past 12 months**

- E. Garrahan gave a CPD session on SEND support in the classroom – a refresher course – Planning for Inclusive Practices.
- M. Stewart attended 'Depression and Low Mood' – a one day course run by CAMHs. She also attended 'Anxiety and Resilience Training' run by Merseyside Youth Association.
- M. Stewart and I. Hesketh attended 'Sensory Stimulation Training' run by Liverpool City Council.

### **SEND Parent partnership activities in the past 12 months**

The school encourages parents to use the services of Parent Partnership, and actively promotes their contact details as appropriate. The SENDCo also leads multi-agency meetings and can be the lead professional on complex EHATS for students with SEN as appropriate.

### **Impact of Partnerships with external agencies and other schools to improve quality of SEND provision**

School is very pro-active in working with all partner agencies. The SENDCo leads multi-agency meetings with Health and Social Care to promote a cohesive approach to student and parent support for students with SEN as appropriate.

The SENDCo also leads on Studio Looked After Children (2 pupils in 2018/19), attends CIN meetings, and meetings at Alder Hey to support students with complex SEMH difficulties.

Action taken	Impact
<ul style="list-style-type: none"> <li>Full Inclusion register updated</li> </ul>	Accurate up to date data.
<ul style="list-style-type: none"> <li>All Passports for Inclusion and Short Entry entries completed</li> </ul>	Staff are able to complete class profiles and have strategies to support learners and inform planning.
<ul style="list-style-type: none"> <li>Screened all years 11-13 on Lucid Exact to determine potential eligibility for Access Exam arrangements</li> </ul>	Financial saving as have targeted those who are most likely to be awarded exam concessions.
<ul style="list-style-type: none"> <li>Continued to develop the Inclusion Team with a shared base.</li> </ul>	Pastoral, SEMH and SEN have developed a strong, working relationship leading to better communication, shared strategies and better support of students.
<ul style="list-style-type: none"> <li>Educational Psychologist referrals x4 for students in Years 10/11</li> </ul>	Strategies suggested to support staff in teaching students in the run up to their GCSEs.
<ul style="list-style-type: none"> <li>Fresh CAMHs referrals x 7</li> </ul>	Timely response to those at risk of self-harm and suicide ideation. All students accessed CAMHs services immediately and were thus safe.
<ul style="list-style-type: none"> <li>OSSME has worked on a 1:1 with 10 students from years 9-12.</li> </ul>	Significant insight into the struggles our students are facing; personalised Teaching and Learning strategies for students and feed back to individual teaching staff with advice.
<ul style="list-style-type: none"> <li>Multiple CIN meetings for 4 students.</li> <li>Multiple CP meetings for 1 student.</li> </ul>	School has a better understanding of students' needs and can thus support them better in school.
<ul style="list-style-type: none"> <li>Exam Access Arrangements organised and in place.</li> </ul>	All exam arrangements/concessions were in place for November re-sit students.  All exam arrangements/concessions were in place for summer 2019 students.
<ul style="list-style-type: none"> <li>Reading Intervention for 15 students from Years 9 and 10.</li> </ul>	By the end of the 2019 academic year, 13 students had increased their reading ages and were able to come off Reading Intervention. Their ability to access the GCSE curriculum was secure.
<ul style="list-style-type: none"> <li>Access Arrangement evidence for all students sitting exams completed.</li> </ul>	Paperwork ready for mocks and Inspector. All paperwork (which demanded more rigorous evidence for 2019) was supplied and passed by the Examination Board Inspectorate. All criteria met.
<ul style="list-style-type: none"> <li>Peps x 6 for CLA Year 10 (LM) and Year 11 (DW) all completed.</li> <li>Care Plan meetings x3 for LM completed</li> <li>EHCP reviews x3 undertaken for AR, AM and BT</li> </ul>	School obligation toward CLA met.
<ul style="list-style-type: none"> <li>SENDCo began a 3 year transnational project with the Liverpool World Centre – Engaging disengaged students through Philosophy for Children and role play.</li> </ul>	To better support our ASC and SEMH students who struggle with social communication and interaction.  To share good practice with European Colleagues.  To generate funding for Studio School on completion of project.
<ul style="list-style-type: none"> <li>All Year 11 SEN 'K' students supported in finding a post 16 placement.</li> </ul>	No SEN 'K' Year 11 student is NEET.

**September 2019 update:**

- All new students to Studio have completed CAT tests and baseline tests.
- All new SEND students have passports and short registers on the system.
- SENCo has been to Warsaw with GBS for training on P4C from 12<sup>th</sup> September to 15<sup>th</sup>.
- New LAC student on trial from New Heights. The virtual school is paying for a TA to accompany the student. LAC Review 01/10/2019 suggests they are doing very well.
- A Year 11 LAC student had their PEP meeting on September 19<sup>th</sup>
- A student is on trial from Christ the King school, Southport. They have significant needs associated with their ASC. So far, so good.
- Parental meetings with the parents of 8 students. Difficulties include: PTSD (Manchester Bombings), transgender related issues, ASC, anxiety and self-harm.