



**SEN Report to Governors
September 2020**

SENCO	Mrs Lisa Dwyer
DATE OF REPORT	29/09/20
SEN GOVERNOR	

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 36.3% 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	102
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	17
Social and Emotional and Mental Health (SE)	29
Communication and Interaction (COM)	38
Sensory and Physical (PS)	18
Percentage of students in relation to the whole school population	36.3%

Any significant changes from last year?

The numbers of SEND students remains similar to the past three years – slightly up from last year.

Attainment and Progress:

	2015	2016	2017	2018	2019	2020
Attainment 8	44.60	49.18	44.21	42.64	45.81	48.90
<i>Attainment 8 SEND</i>	24.00	45.58	42.08	34.96	39.66	39.95
<i>Attainment 8 Non SEND</i>	47.22	51.17	44.44	45.62	46.98	51.79
<i>SEND Gap</i>	23.22	5.59	2.36	10.66	7.32	11.84

	2015	2016	2017	2018	2019	2020
Progress 8	-0.85	-0.29	-0.31	-0.40	-0.41	-0.36
<i>Progress 8 SEND</i>	-1.06	-0.27	-0.31	-1.03	-0.88	-0.40
<i>Progress 8 Non SEND</i>	-0.82	-0.30	-0.30	-0.15	-0.32	-0.33
<i>SEND Gap</i>	0.24	-0.03	0.01	0.88	0.56	-0.07

There is no statistical gap in progress between SEN and non SEN students. There is a gap in attainment and a correlation with lower than average attendance (average 91.6% with two non attenders)

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 SENCO 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 Staff resources

We have a fully qualified SENDCo who works Tuesdays and Thursdays 10-3 and works remotely for 6 hours across Monday, Wednesday and Friday

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

Over lockdown, the following online CPD resources were accessed by IHS, SFS and myself:

From Creative Education:

Use simple, self sooth Strategies

Understanding Anxiety

Support for Bereaved Children

From Educare:

Mental wellbeing in Children and Young people Level 2

Dealing with Bereavement and Loss

Child Protection in education 11-18 years

SEND Code of Practice 11-18

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 has transferred the lead of Studio Looked After Children (3 pupils in 2020/21) to the new Safeguarding lead ACS, attends CIN meetings, and meetings at Alder Hey to support students with complex SEMH difficulties.

Action taken	Impact
<ul style="list-style-type: none"> Full Inclusion register updated 	Accurate up to date data
<ul style="list-style-type: none"> All Passports for Inclusion and Short Entry entries completed 	Staff are able to complete class profiles and have strategies to support learners and inform planning
<ul style="list-style-type: none"> Screened all years 11-13 on Lucid Exact to determine potential eligibility for Access Exam arrangements Sept 2020 – students identified for screening but quarantine has put this on hold 	Financial saving as have targeted those who are most likely to be awarded exam concessions
<ul style="list-style-type: none"> Continued to develop the Inclusion Team with a shared base Developed stronger links with SEMH 6th form support 	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"> Educational Psychologist referrals x3 for students in Years 9/10 	Strategies suggested to support staff in teaching students in the run up to their GCSEs.
<ul style="list-style-type: none"> Fresh CAMHS referrals = None 	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"> OSSME has worked on a 1:1 with 10 students from years 9-12 OSSME continued to support remotely over lockdown 	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"> CIN meetings =0 CP meetings =0 	School has a better understanding of students' needs and can thus support them better in school
<ul style="list-style-type: none"> Exam Access Arrangements organised and in place 	<p>All exam arrangements/concessions were in place for November re-sit students</p> <p>All exam arrangements/concessions were in place for summer 2019 students</p>
<ul style="list-style-type: none"> Reading Intervention for 15 students from Years 9 and 10 in September to December 	<p>By December, 8 students had raised their reading ages to 12 years – able therefore to access the GCSE curriculum – and completed the programme.</p> <p>The reading intervention was disrupted by lockdown and has been unable to take place this academic year due to Covid restrictions.</p>
<ul style="list-style-type: none"> Access Arrangement evidence for all students sitting exams completed. 	Paperwork ready for mocks and Inspector. All paperwork (which demanded more rigorous evidence for 2019) was supplied.
<ul style="list-style-type: none"> Peps x 6 for CLA Year 9 (JS) and Year 11 LMW) all completed. Care Plan meetings x3 for LM completed 	School obligation toward CLA met.
<ul style="list-style-type: none"> EHCP reviews x3 undertaken for AR, AM and BT 	School statutory obligation met
<ul style="list-style-type: none"> SENDCo began a 3 year transnational project with the Liverpool World Centre – Engaging disengaged students through Philosophy for Children and role play. September 2019 attended training in Warsaw and February attended training in Budapest. The meeting in Sofia was cancelled due to Covid and the final meeting is due to take place in 2021. 	<p>To better support our ASC and SEMH students who struggle with social communication and interaction</p> <p>To share good practice with European Colleagues</p> <p>To generate funding for Studio School on completion of project</p>
<ul style="list-style-type: none"> All Year 11 SEN 'K' students supported in finding a post 16 placement 	No SEN 'K' Year 11 student is NEET

September 2020 update:

- Most new students to Studio have completed CAT tests and baseline tests – there is an element of catch up due to the self-quarantining of Years 10-12
- All new SEND students have passports and short registers on the system
- New LAC student (MR). Early staff feedback suggest MR is settling in well. LDS has passed over the LAC responsibilities to ACS
- HNF application will be required for a new Year 9 who has significant needs relating to ASC
- All vulnerable students have had contact from SEND team during self-quarantine
- Liaising with CAMHs councillors regarding 3 of our students struggling with anxiety; supported parents who are struggling to engage their child with online working; remote meetings with families of new students/applicants to assess their needs; establishing a remote plan for OSSME; identifying students for EP assessment, identifying CPD needs (The Differentiated Classroom, Access Arrangements, Understanding Autism -practical tips and recognising triggers) and Understanding Dyslexia)