



**SEN Report to Governors
September 2021**

SENCO	Mrs Lisa Dwyer
DATE OF REPORT	22/09/21
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 46.1% 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 85 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

In June 2021, the SEND provision for the Studio School was joined with that of Liverpool Life Sciences UTC – lead by one SENDCo – Lisa Dwyer – who is supported by an assistant SENDCo – Debbie Marsden.

There are 4 permanent Learning Support Coaches and 3 agency Learning Support Coaches. The agency staff are paid for via Higher Needs Funding. Each LSC is attached to a year group and they support students from both schools.

Year 9 – Andrew Plevin and another

Year 10- Declan Mckenna and Jess Finnegan

Year 11- Ian Hesketh

CUC6 – Matthew Johnstone and Adam Rouse

SEND Register for September 2021/22

Number of students on the SEN Register	138
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	26
Social and Emotional and Mental Health (SE)	29
Communication and Interaction (COM)	65
Sensory and Physical (PS)	18
Percentage of students in relation to the whole school population	46.1%

Any significant changes from last year?

The numbers of SEND students has risen quite significantly compared to the past three years – up over 10% from last year.

Attainment and Progress:

	2015	2016	2017	2018	2019	2020	2021
Attainment 8	44.60	49.18	44.21	42.64	45.81	48.89	50.44
<i>Attainment 8 SEND</i>	24.00	45.58	42.08	34.96	39.66	39.65	56.61
<i>Attainment 8 Non SEND</i>	47.22	51.17	44.44	45.62	46.98	51.77	48.68
<i>SEND Gap</i>	23.22	5.59	2.36	10.66	7.32	12.12	+7.93

	2015	2016	2017	2018	2019	2020	2021
Progress 8	-0.85	-0.29	-0.31	-0.40	-0.41	-0.14	0.12
<i>Progress 8 SEND</i>	-1.06	-0.27	-0.31	-1.03	-0.88	-0.02	0.37
<i>Progress 8 Non SEND</i>	-0.82	-0.30	-0.30	-0.15	-0.32	-1.24	-0.08
<i>SEND Gap</i>	0.24	-0.03	0.01	0.88	0.56	-1.22	0.45

In the academic year 2020 / 21 the SEND cohort outperformed non-SEN students in both attainment and progress, with 3 / 6 of the highest attaining students also having SEN. This increase is due to the elimination of exam pressure and assessment over time instead allowed the SEN students to be well informed and prepared for assessments.

Arrangements for identification and assessment of SEND pupils

Studio 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 student reach their potential. All students who qualified for access arrangements were supported during the examination/assessment period of summer 2020.

Update on SEND provision arrangements (curriculum and interventions)

Curriculum support is provided by Quality First Teaching in the first instance and Learning Support Coaches who assist the subject teachers. In addition to this, the Learning Support Coaches led groups of identified students in 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 the summer 2020 assessments/exams, the SENDCo taught groups of SEND students English Language. Those students were identified as those who had been disproportionately disadvantaged by having to learn remotely for most of KS4.

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.

For September 2020, The SEND team welcomed Rocio Manzanera – Rocio had been the Autism Initiatives Practitioner for The Studio for the last few years but was seeking a new job opportunity within a secondary school. She applied for the job of Inclusion Support Coach and we were delighted to be able to offer her the job in September 2021. Rocio continues to support our ASC students as well as those whose SEMH pose a safeguarding risk and those who have multiple SENs and SEMH issues. Rocio has also been delivering CPD training to the SEND team. She also advises and signposts parents and families to the support available across the city regions.

SEND budget allocation for the past 12 months

School Budget Share– Notional SEN Funding =

Budgeted Expenditure for the academic year including;

SENDCo salary, teacher salaries, Learning Support Coach salaries, Inclusion Support Coach salary; Educational Psychology Services, Advisory Teacher Services, School Counsellor Services, IT Hardware, Software and other resources,
£.....

SEND Staff resources

We have a fully qualified SENDCo who works Monday to Thursday.

We have a full time assistant SENDCo .

We have a full time Inclusion Support Coach (councillor).

We currently have 4 permanent full time Learning Support Coaches.

We have 3 agency Learning Support Coaches.

We have an Educational Psychologist who completes the specialist assessments.

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

Throughout the academic year 2020/21, CPD was accessed remotely through the following links:

- <https://sites.google.com/lifesciencesutc.net/teachingandlearning/home/cpd-programme-2020-21>
- <https://sites.google.com/lifesciencesutc.net/teachingandlearning>

In the academic year 2021/22, the SEND Team will be having bespoke CPD sessions sourced and delivered by the SENDCo and the Inclusion Support Coach. These sessions will return to a face to face format and will be tailored to the specific roles of the staff within the team. Sessions for the first half term include:

- Identifying Stress and Anxiety at schools and strategies to support students
- Understanding Dyslexia and strategies to support dyslexic students in the classroom
- Depression and Mental Health Awareness Month – what we can do to signpost support to our students

SEND Parent partnership activities in the past 12 months

The school encourages parents to use the services of Parent Partnership/SEND IASS, 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 attends multi agency meetings with Health and Social Care to promote a cohesive approach to student and parent support for students with SEND as appropriate.

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"> Coordinated biggest trial period for new Yr 9 & 10 Students Ensured the students had taken CAT tests 	<p>A majority of students who took part in the trial were able to start September already having made friends and become familiar with school – 2 students realised that this school wasn't for them and returned to their own school –</p> <p>We were able to provide information for teachers at the start of September</p>
<ul style="list-style-type: none"> During periods of lockdowns Learning Support Coaches continued to support students virtually 	Learning support coaches developed positive relationships with parents and supported SEN students in accessing on line lessons whilst they were isolating
<ul style="list-style-type: none"> Educational Psychologist referrals x5 for students in Years 9/10 and 11 	EP referrals continued virtually with EP returning to school to complete assessments in September
<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 15 students from years 9-12 OSSME continued to support remotely over lockdown 	OSSME continued to provide teaching staff with relevant information and strategies for supporting students with ASC as well as parents
<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 	During difficult year for students having assessments rather than formal examinations – AA was still in place as much as was possible
EHCP reviews x1 undertaken	School statutory obligation met
<ul style="list-style-type: none"> SEN department merged with UTC – SEN department is now one team working across both schools 	SEN across both schools is more cohesive – staff can seek advice and support from one SENDCO – team development is ongoing
<ul style="list-style-type: none"> As a response to demand for SEMH support from many students the school now has its own full-time experienced counsellor responsible for continued work with ASC / ADHD and SEMH students 	Counsellor is very experienced and has been able to assist and diffuse situations / incidents with students and is also providing CPD for SEN Team