



SENCO	Mrs Lisa Dwyer
DATE OF REPORT	22/09/22
SEN GOVERNOR	Helen Wallace

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 39.1 % 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 CAT tests on entry	All students with less than standardised scores of 85 in verbal reasoning, Non-Verbal Reasoning and Quantative skills
Communication and Interaction	All students with diagnosis or on ‘pathway’
Social, Emotional and Mental Health / Physical Needs	All students with evidences diagnosis

In June 2021, the SEND provision for the UTC was joined with that of Studio School Liverpool–

lead by one SENDCo – Lisa Dwyer – who is supported by an assistant SENDCo – Debra Marsden.

For the new academic year 2022/23, there are 4 permanent Learning Support Coaches and 5 agency Learning Support Coaches. The agency staff are part funded by High Need Funding. Each LSC is attached to a year group and they support students from both schools.

Year 9 – Patrick Morrison

Year 10- Ian Hesketh, Cristina Nascimento and Jack Collins

Year 11- Alistair Barfield and Laura Palmer

CUC6 – Matthew Johnstone (PT), Tom Atkinson (PT), Rachel Crockett and Ben Parkinson

SEND Register for September 2022/23

Number of students on the SEN Register	112
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	21
Social and Emotional and Mental Health (SE)	15
Communication and Interaction (COM)	67
Sensory and Physical (PS)	8
Percentage of students in relation to the whole school population	39.1%

Any significant changes from last year?

The numbers of SEND students has declined compared to the last year – down by 7%.

However, all of Ignite students have now been assigned to UTC and so these figures reflect that Studio no longer has a Year 9 cohort.

Attainment and Progress:

	2015	2016	2017	2018	2019	2020	2021	2022
Attainment 8	44.60	49.18	44.21	42.64	45.81	48.89	50.44	48.12
<i>Attainment 8 SEND</i>	24.00	45.58	42.08	34.96	39.66	39.65	56.61	37.28
<i>Attainment 8 Non SEND</i>	47.22	51.17	44.44	45.62	46.98	51.77	48.68	50.24
<i>SEND Gap</i>	23.22	5.59	2.36	10.66	7.32	12.12	+7.93	12.96

	2015	2016	2017	2018	2019	2020	2021	2022
Progress 8	-0.85	-0.29	-0.31	-0.40	-0.41	-0.14	0.12	0.05
<i>Progress 8 SEND</i>	-1.06	-0.27	-0.31	-1.03	-0.88	-0.88	0.37	-0.56
<i>Progress 8 Non SEND</i>	-0.82	-0.30	-0.30	-0.15	-0.32	-0.32	-0.08	0.18
<i>SEND Gap</i>	0.24	-0.03	0.01	0.88	0.56	0.56	0.45	0.74

SEND gap has widened. This could be in part to a return to formal examinations in the summer of 2022. Exam pressure and no teacher assessment grades may have added to this widening of the gap as formal examinations do disadvantage those with neuro diversity in particular.

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 period of summer 2022.

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, 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 our Inclusion Support Coach, the YPAS Wellbeing Clinics or the Educational Psychologist as appropriate.

From 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. By December of 2021, due to family health concerns, Rocio had to return to her home country of Spain. However, we decided to see if remote support, which had worked so well in lockdown, could be effective. We were delighted by its impact and so have continued this into 2022/23. 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 parents (via a 1 to 1 remote session) and signposts parents and families to the support available across the city regions.

Below is a summary of Rocio's support for the year 2021/22:

TOTAL 1:1 SESSIONS AT CUC: 663

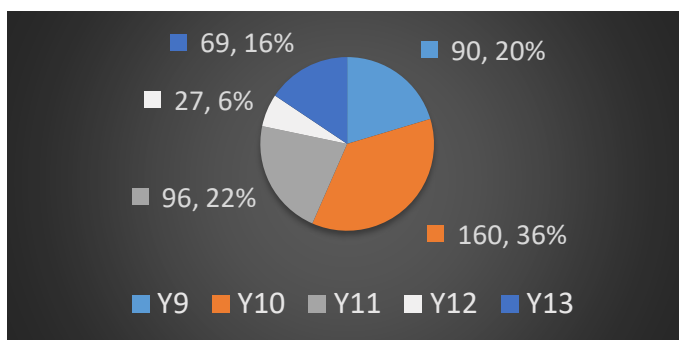
Conflict	Anger	Family	Grief	Low Mood	Anxiety/ Stress	Identity/ Sexuality	Academics	Monitoring	Other
17	11	17	3	55	91	10	63	262	134

Breakdown of 663

STUDIO	UTC
442	221

Breakdown of 442 Studio students

Y9	Y10	Y11	Y12	Y13
90	160	96	27	69
20%	36%	22%	6%	16%



SEND budget allocation for the past 12 months

Budgeted Expenditure for the academic year include;

SENDCo salary; Assistant SENDCo salary; teacher salaries; Learning Support Coach salaries;

Inclusion Support Coach salary; Educational Psychology Services;
School pastoral staff services, IT Hardware, Software and other resources – coloured overlays, sensory aids etc.

SEND Staff resources

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

We have an assistant SENDCo and fully qualified Access Arrangements Assessor – Tuesday to Friday.

We have an Inclusion Support Coach – Monday to Thursday.

We currently have 3 permanent (two of whom are part time) Support Coaches.

We have 6 full time agency Learning Support Coaches.

We have an Educational Psychologist who completes the specialist assessments.

Complaints relating to SEND in the past 12 Months

One complaint relating to SEND has been received by the Head and Governors. This involved the permanent exclusion of a Year 10 Student which went to an IRP. 'The Panel did look in detail at the school's response to SEN. It was understood that leading up to the incident, the student's needs were dynamic, complex and challenging. It was a difficult situation for school and the panel found that the school endeavours were not only considerable but delivered with openness and integrity'

No other 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

In the academic year 2021/22, the SEND Team had bespoke CPD sessions sourced and delivered by the SENDCo, the Inclusion Support Coach and the SEND team. These sessions returned to a face to face format and were tailored to the specific roles of the staff within the team.

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 is the lead professional on EHCPs for students with SEN.

Training Subject	Delivered by	Date	Attended
Understanding Stress and Anxiety -	Rocio Manzanera	20/9/21	SEND Team
Hearing Impairment Awareness	Cheryl Rosenblatt LCC Sensory service	04/10/21	SEND Team
Dyslexia Awareness	Lisa Dwyer	11/10/21	SEND Team
Executive Function Awareness	Rocio Manzanera	22/11/21	SEND Team
Self Harm	Rocio Manzanera	13/12/21	SEND Team
Safeguarding	SG Team	05/01/22	SEND Team
Safeguarding	SG Team	11/01/22	SEND Team
Safeguarding	SG Team	18/01/22	SEND Team
Looked After Children	SG Team	26/01/22	SEND Team
Data CPD	Adam Hewitt Rupert Evans	02/02/22	SEND Team
Prevent Training	SG Team	01/03/22	SEND Team
Exam Stress – how to support students	Ian Hesketh	16/03/22	SEND Team
Working Memory and how it impacts on students in the classroom	Debbie Marsden	31/03/22	SEND Team
Supporting in Maths	Adam Rouse	11/05/22	SEND Team
Preparation for new academic year	SLT	15/07/22	SEND Team
Preparation for new academic year	SLT	22/07/22	SEND Team
Preparation for new academic year	SLT	29/07/22	SEND Team
Preparation for new academic year	SLT	06/07/22	SEND Team

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

Other new initiatives in the past 12 months to improve the quality of SEND provision

Action taken	Impact
Full Inclusion register updated	Accurate up to date data
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
Coordinated trial period for new Yr 9 & 10 SEN Students	A majority of students who took part in the trial were able to start September already having made friends and become familiar with school. One student successfully transitioned from a special school to the UTC.
Learning Support Coaches continued to support SEN students in nurture style tutor groups – an initiative inspired by the close support of SEND students in lockdown.	Learning support coaches developed positive relationships with parents and supported SEN students in preparing them for the new day by alleviating worries/anxieties from the start
Educational Psychologist referrals x5 for students in Years 9/10 and 11	EP referrals continued with EP returning to school to complete assessments face to face in September
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.
Our Inclusion Support Coach has worked on a 1:1 over 442 sessions with students from years 9-13	The Inclusion Coach continued to provide teaching staff with relevant information and strategies for supporting students with ASC as well as parents
Exam Access Arrangements organised and in place. <ul style="list-style-type: none"> • 38 Year 10s – our current Year 11s • 35 Year 11s • 30 Year 12s 	During difficult year for students having a return to formal examinations – AAs crucial to level the playing field.
EHCP reviews x 9 undertaken	School statutory obligation met'

<p>All new applicants for academic year 2022/23 who disclosed any SEN, were seen and the SENDCo and SEN information was discussed and passports written before Inset Day in September 2022</p>	<p>Staff were prepared to welcome new students armed with knowledge of any special/additional needs in advance- students have a smooth transition to a new school.</p>
<p>Workshops for Years 9,10 and 12 took place – funded by the Shelia Coates Foundation Covid Recovery Fund. A total of around 40 students took part.</p>	<p>Students with social communication difficulties found the sessions to be enjoyable and helpful. A snapshot of feedback from some students who struggle with significant social anxiety: ‘The sessions helped me to attempt to be more social.’ ‘It was fun to be around people to talk and laugh’. ‘Paul was like the Riddler – lots of problem solving. It was really fun and we got to work with people we had never spoken to before.’ ‘It was fun and I enjoyed it as it helped me to become more social.’ The Learning Support Coach who supported the group said ‘There was a noticeable improvement in the social skills of the students. Students were much nicer to each other in between the sessions. Some students who are really quiet or introverted, really shone.’</p>
<p>SEND team organised and delivered walks as an alternative to PE/Wellbeing for our most sensory sensitive ASC students</p>	<p>12 students who normally struggle with accessing PE/Wellbeing were able to participate in outdoor activity.</p>

SEND Priorities 2022/23

In line with our whole school priorities for 2022/23, the SEND team will endeavour to:

1. Prioritise Progress and Attainment across all the key groups of SEND, SEMH and EAL. This will be done by ensuring the Learning Support Coaches are time tabled to offer targeted support to the most vulnerable and academically weak students. They will balance close academic and emotional support with empowerment and encouragement so that students can be more resilient and better skilled at learning independently. Through rigorous monitoring of both qualitative and quantitative information, we can identify those who are struggling or falling behind and we can, in collaboration with the teaching staff, offer timely intervention.

2. Prioritise attendance and retention across the school. Nurture group coaches will rehearse and reinforce attendance and punctuality expectations continually. There will be an emphasis on the importance of attendance and its impact on attainment. The LSC tutors will follow up on absence and lateness with pupils to identify barriers and reasons for absence as well as contacting parents and carers regarding absence and punctuality. They will review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets. The SEND team (along with the Learning Inclusion Coach) will welcome pupils back following an absence and provide good catch up support to build confidence and bridge gaps. They will meet with pupils to discuss absence, patterns, barriers and problems so they can establish action plans to remove barriers, provide additional support and set targets.

3. Prioritise the students' increased exposure to words so that we are supporting staff in prioritising disciplinary literacy across the curriculum. We will do this by providing targeted vocabulary instruction; developing students' ability to read difficult texts; by breaking down reading and writing tasks and by modelling good, expressive/technical vocabulary.