



North Liverpool Academy

120 Heyworth Street

Liverpool

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SEN Information Report

2016-17

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SEN Governor: Mr. M Helms

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Dedicated SEN time: 12 hrs

Local offer contribution can be accessed via:

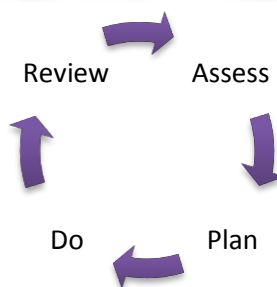
<http://search3.openobjects.com/kb5/liverpool/fsd/organisation.page?id=pnOOS>

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Our Approach as a School:

High standards of quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: Class teachers will monitor each student during their lessons and reports are compiled throughout the year with the schools data tracking system picking up any discrepancies. The school data gives each student a target grade of what they should be achieving and in the reporting schedule it will be shown how your child is closing the gap towards this target.

Plan: All lessons are differentiated to meet the needs of each student in the class. Teachers prepare their lessons to meet the needs of individual student's. The learning for all students is based on the school's curriculum with its various pathways designed to meet the differing needs and abilities of our students. These pathways are fully explained at parent evenings, through the school paper and through our website.

Do: Our approach is for quality first teaching, meaning that all teaching staff will deliver high quality, differentiated and challenging lessons that cater for all levels of ability. Where appropriate students are banded or placed in sets according to ability so students should be making progress at a similar rate to their peers.

Review: Staff will bring forward any concerns regarding potential SEN and parents/carers, previous school information and/or testing can be implemented to ascertain any issues. Parents and carers will be kept informed of the child's progress and what they are learning so that they are able to monitor progress themselves, raise any concerns they have directly with school and we are able to provide individual advice on how to support their child's learning at home.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Supported through (for example) Library and Homework Club, smaller classes or groups for collaborative work, Multi-sensory approach with resources, Visual timetables, and speech and language therapy.

2. Cognition and learning

Supported through (for example) small group interventions for Literacy and numeracy, Reading recovery, Lexia reading for whole school, catch up classes for all subjects, specialist 1-1 support.

3. Social, emotional and mental health

Supported through (for example) KS3 &4 Social and emotional aspects of learning programme, assemblies, pastoral system and house managers, enrichment programme after school.

4. Sensory and/or physical needs

Induction loops fitted in key areas, appropriate signage and hi visibility signage, lifts to all floors, wider doorways and corridors, appropriately designed resources where applicable.

As of May 1st 2017, we have 448 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. *These include:*

Learning walks, lesson observations, departmental progress meetings, faculty SEND reps, whole school training, Access to Learning Plans, termly reporting home, individual coaching and progress meetings with students

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' Evening	Parent, students, class teachers, SLT/ELT	1 per year
SEND coffee mornings	SENDCo and SEND team	Twice per year
Regular telephone contact with home or short meetings in school	SENDCo, LSAs	Daily

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. In addition to the expertise and qualifications of teaching staff, the current LSA team have expertise in:

Initials of person	Area of expertise	Level of Qualification (<i>i.e.</i> Masters, NVQ, Degree, HLTA)
TJ	SENDCo English Teaching and Learning Marking and Assessment	Degree, Postgraduate Qualification
JA	Assistant SENDCo Dyslexia	Degree, Postgraduate Qualification
DB	Educational Testing and Psychometric Assessment	Degree, Postgraduate Qualification
EC	Speech and Language Therapy Social and emotional guidance	Degree
AJ	EAL	English as an Additional Language / CELTA certificate & MA (Merit)
MB	Drama and Community Arts 6 th Form	Degree / PCET PGCE
RB	Early Child Hood Studies	Degree
CM	Maths	STAR certificate Specialist Teachers Assistant Role
CF	English	Degree
AM	MFL	Degree
LB	MFL	Degree

This year, we have put in additional training into teaching and learning for all staff, giving appropriate feedback to students, our iLead programme and our SENCO attends the School Improvement SEN Briefing in March and November and is a member of the Authority SEND forum.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 73 children and young people with special educational needs or disabilities and we supported 115 children and young people with special educational needs or disabilities transition to the next phase in education or employment.

Our approach involved: a transition team going to feeder schools to gather information on new Year 7 students, attending transition days at local special schools and outreach support providers, working with schools career service for student guidance.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is available from the Academy on request.

This year we have 0 number of complaints that were dealt with following our schools policies and procedures.

NLA SEND strategies

For our school

- Year 7 literacy group provision for socially and emotionally vulnerable students
- High number of graduate learning support assistants to support development of reading, speaking, listening and writing skills.
- Narrowing the gap between SEND and Non-SEND students across the curriculum through teacher differentiation for individuals and curriculum interventions.
- All students' progress is monitored in line with the SEND criteria.
- Use of specialist staff to support students with individual needs

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

Professional development of staff

Developing effective ways of sharing best practice across whole school

Development of Access to Learning Plans

Relevant school policies underpinning this SEN Information Report include:

SEN Policy,

The Local Offer,

Teaching and Learning Policy,

Marking Policy,

Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005