



SENDCO	Mr A Gadsby
DATE OF REPORT	February 2020
SEND GOVERNOR	M Helme

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

North Liverpool academy is an 11-18 mainstream provision. The percentage of students deemed to have special educational needs in yrs. 7-13 is currently 28.8% of the school population. We accept a wide range of students with additional needs including those with academic, physical social, 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.

SEND Register for September 2019/20

Number of students on the SEN Register	386
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	148
Social and Emotional and Mental Health (SE)	42
Communication and Interaction (COM)	55
Sensory and Physical (PS)	32
Percentage of students in relation to the whole school population	28.8%

Categories of SEND and how students join the register

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

Pupils with an EHCP (Educational Health Care Plan) are also placed onto the SEND register.

Progress and achievement of SEND pupils in the past 12 months.

Progress 8 Average for SEND Students (2019)	Maths	English	Overall
	-1.157	-1.562	-0.852

Arrangements for identification and assessment of SEND pupils

Students are identified using a variety of indicators including transition work, regular standardised testing for reading and spelling, school internal progress data, Advisory Teacher, and Educational Psychologist assessment. Other screening tools such as GL Assessments Suite of benchmark data, and Irlens screening are also used as appropriate.

Update on accessibility arrangements

All 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.

Update on SEND provision arrangements (curriculum and interventions)

Curriculum support is provided by 11 teaching assistants and the Assistant SENCO throughout the subject and age range. We also have an intervention specialist for core subjects teaching small groups for targeted pupils in the lower school. In addition to this the school has a comprehensive literacy strategy in lower school for identified students. For children with emotional needs such as ASC or SEMH they can access the Autism Outreach Service or the Educational Psychologist as appropriate. The list for this is managed by the SEN consultant to ensure students are seen in priority order according to need.

SEND budget allocation for the past 12 months

Budgeted Expenditure for the academic year including;

Provision	Budget
SENDCo and Assistant	£90 000
GLSAs	£340 000
Admin Support & IT Support	£20 000
Educational Psychology Services	£10 000
Advisory Teachers and Strategic Assessment Support	£73 000
OSSME	£7 000
Total	£540 000

SEND Staff Resources

We currently have 11 teaching assistants, and the Assistant SENCO who is a qualified HLTA. Eight of the LSAs are graduates across a variety of disciplines. We also have a member of staff qualified in Psychometric Testing who does exam Access Arrangements and 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

- ◆ LSA Literacy training on supporting students' attainment through targeted skills
- ◆ Teacher training on students with Dyslexia and processing difficulties
- ◆ LSA and teaching staff training on the new code of practice and 'quality first teaching'
- ◆ TA and teaching staff training on use of CATs data

SEND Parent partnership activities in the past 12 months

Our 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 school encourages parents to use the services of appropriate outside agencies, 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

Securing the Education Psychologist contract across the Trust has increased flexibility for students needing additional support. The service meets with the SENDCo to 'triage' the list across the Trust to ensure children are seen in a timely manner. This has a positive knock on effect when securing support from other agencies such as SALT, CAMHS etc and reduces the time students are on a waiting list with these agencies as good quality data is sent with the referrals.

OSSME has also been sourced across the Trust for the same reason. Reports are produced in a timely manner for other agencies but they also deliver one to one tutorials and support parents as appropriate.

The LEA advisory service visits the EHCP students once a year to check progress and school support. We also have visits from VI and HI service, work close with CAMHS and the EHAT team as appropriate.

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

- The recruitment of a SENDCo in order to work with the SEND assistant to implement and evaluate cross school provision
- Continued comprehensive screening of students who require access arrangements for exams to ensure students attain a grade that reflects their ability
- Appointment of Strategic Lead of Literacy, Assessment and Partnerships across the trust in order to inform assessment and appropriate identification of SEND students
- Training for all staff on the benefits of quality first teaching approaches for students with SEND
- New improved staff handbook for SEND/inclusion containing students' "Passport for Learning" and suggested teaching strategies and the development of the MintClass software in order to manage the SEND information more efficiently.
- Provision of LEGO therapy to support pupils with SEMH and social issues.