



SENDCO	Mr A Gadsby
DATE OF REPORT	January 2021
SEND GOVERNOR	

Overall statement of intent about SEND.

North Liverpool academy is an 11-18 mainstream provision. The percentage of students deemed to have special educational needs in years 7-13 is currently 16.3% 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. All staff at North Liverpool Academy have a responsibility to remove barriers for learners with SEN and lower the attainment gap between learners with SEND and those without. Pupils with SEND should all access the broad and balanced curriculum provided at North Liverpool Academy.

SEND Register for September 2020/21

Number of students on the SEN Register	219
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	91
Social and Emotional and Mental Health (SE)	40
Communication and Interaction (COM)	56
Sensory and Physical (PS)	32
Percentage of students in relation to the whole school population	16.3%

Categories of SEND

Students on the SEND register have been evaluated as those who have “additional needs significantly greater than their peers.”

On entry to the school the criteria used is as follows:

Cognition and Learning	All students who score less than 85 in V NV and Q CAT 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.	

Arrangements for identification and assessment of SEND pupils

- Students are identified using a variety of indicators including transition data from primary schools, regular standardised testing for reading and spelling, school internal progress data and Educational Psychologist assessments. Other screening tools such as GL Assessments cognitive abilities testing to indicate any possible learning gaps and Irlen’s screening, to identify any learners who have an issue with the brain processing visual information. All used to determine an area of need for the learner.
- School’s internal progress measure are also used to identify pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Pupils’ who are in this category will be monitored in order to judge if more support or further assessment is needed.

Comparison of progress and achievement of SEND pupils in the past 12 months.

Progress 8 Average for SEND Students (2019)	Maths	English	Overall
	-1.16	-1.56	-0.85

Progress 8 Average for SEND Students (2020)	Maths	English	Overall
	-0.46	-0.59	0.04

SEND pupils achieving grades 9-4 (2019)	Maths	English
	13.3%	8.9%

SEND pupils achieving grades 9-4 (2020)	Maths	English
	24.3%	35.1%

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 15 teaching assistants, assistant SENCo and SENDCo throughout the subject and age range. We also have an intervention specialist for core subjects teaching small groups for targeted pupils in key stage 3. 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 SENDCo to ensure students are seen in priority order according to need. North Liverpool Academy has adopted a wave model to identify, audit and develop support and provision available. This forms the graduated response as highlighted by the SEND code of practise (2015). This is referred to as the 'Asses, plan, do, review' cycle.

SENDCo and other appropriate teaching staff will use a range of assessment tools, including summative assessments, screenings (such as Irlen and Dyslexia), pupil and parent voice, behaviour/ SEND audits and learning support input are used to decide on the level of support that may be needed for the young person. **(Assess)**

Appropriate provision is then planned (pupil passport, 1:1 support during key transition times of the day, targeted literacy support in small group settings). **(Plan)**

The support is then delivered (Do) and then reviewed after an agreed period of time, for example after a 6-week period. **(Review)**

At the review stage there will be a reassessment to judge if the supporting plan is effective. Provision will either be continued, changed or increased depending on the progress made. Further assessments may be necessary (i.e. from a specialist assessor such as an Educational Psychologist).

Following further cycle reviews, if a young person is unable to make progress or access learning, despite being supported by the SEND interventions, it may then be appropriate to request an EHCP assessment from the local authority.

SEND budget allocation for the past 12 months

Budgeted Expenditure for the academic year including;

Provision	Budget
SENDCo and Assistant	£ 97,000
GLSAs	£ 339,000
Admin Support & IT Support	£ 10,000
Educational Psychology Services	£ 5,000
Literacy support assistants	£ 27,000
OSSME	£ 7,000
EAL support assistant	£ 24,000
Total	£ 509,000

SEND Staff Resources

We currently have 15 teaching assistants, an assistant SENCo who is a qualified HLTA, and a recently qualified SENDCo. Eleven of the LSAs are graduates across a variety of disciplines. We also have a member of staff qualified in Psychometric Testing who completes exam access arrangements testing and a trust wide Educational Psychologist who completes specialist assessments, such as Dyslexia 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

- Whole school training provided by Senior strategic literacy lead for the Trust
- Whole school training supporting quality first teaching.
- Whole school training on the use of CAT data and PASS data
- LSA literacy training and supporting students' attainment through targeted intervention.

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

- New improved MINT Classroom passports for inclusion to include student voice and contact information.
- Provision of OSSEME to support our ASC/SEMH students.
- Literacy reading sessions during tutor time along with more focussed support on literacy acquisition.
- Tracking of access arrangements through all year groups to ensure pupils needs are met during internal/external examinations.
- Introduction of 'Buzz' classroom to enhance virtual learning for students with SEMH needs who are struggling with lockdown.
- Team member has completed CTOPP qualification to be able to assess our students for access arrangements.
- Provision of nurture area for vulnerable year 7 students
- Continuation of weekly CPD for SEND team.
- Weekly meeting with Inclusion/Progress team to work collaboratively supporting targeted pupils.