



SEN Report to Governors October 2019

SENCO	Mrs E Garrahan
DATE OF REPORT	31 st October 2019
SEN GOVERNOR	S. Lamb

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

Liverpool Lifesciences UTC is a 14-18 mainstream provision. The percentage of students deemed to have special educational needs is currently 17.4 % overall. This is a rise from 14% last year. Of the school population the current year Yr9 (40%) has the highest number of students with SEN. We have accepted a wide range of students with additional needs including those with physical and emotional needs this year including for the first time, three students with EHCPs requiring statutory support. 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 as much as possible to supporting the students' academic and social and physical needs.

	Communication and Interaction (ASC, SEMH, ADHD)	Cognition and Learning	Sensory/ Psychical needs	Total SEN	Total population	% SEN
September 2017	24	61	13	98	513	19%
November 2018	24	35	5	64	490	13%
April 2019	19	33	4	56	466	12%
September 2019	26	43	5	74	439	17%
October 2019	26	45	7	78	446	17%

SEND Register for September 2019 (data collated 02/10/19)

Number of students on the SEN Register	78
Specific Needs of pupils on SEN Register	
Cognitive and Learning (CL)	45
Communication and Interaction (COM)	26
Sensory and Physical	7
Percentage of students with SEN in relation to the whole school population	17.4%
Percentage of students with SEN by Year Group	
Year 9	40%
Year 10	20.2%
Year 11	22.8%
Year 12	18%
Year 13/14	6.2%

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 83 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

Any significant changes from last year?

The data shows a growing trend for the proportion of students with SEN becoming a larger section of the school population as a whole. The proportion of students with diagnosed Communication and Interaction needs is also continuing to grow. This has long term implications for the amount of support staff the school may need in the future.

Progress and achievement of SEND pupils in the past 5 years at end of KS4

Attainment 8	44.47	51.46	38.58	48.21	46.99
Attainment 8 Non SEND	45.23	53.16	39.22	54.09	49.70
Attainment 8 SEND	34.20	41.75	31.17	27.61	30.73
SEND Gap	11.03	11.41	8.04	27.21	18.98
Progress 8	-0.74	-0.29	-0.83	-0.13	-0.20
Progress 8 Non SEND	-0.72	-0.23	-0.87	0.13	-0.08
Progress 8 SEND	-0.98	-0.66	-0.41	-1.03	-0.81
SEND Gap	0.26	0.43	-0.44	1.23	0.72

The 'SEN Gap' data indicates a 'high' in 17/18 that is beginning to close again for 18/19. The challenge will be to maintain or continue this trend at a time when the SEN population of the school is growing.

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, and other screening tools such as Lexia Reading Workshop, GL assessments SEN Toolkit and Irlens. In addition to this we have pro-active mechanisms in place to ensure that students who qualify for Access Arrangements in exams are identified as early as possible in keeping with the JCQ regulations.

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 with appropriate egress plans in place. 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 1 full time teaching assistant and 3 agency Teaching Assistants currently employed for students with specific needs. In addition to this the Assistant SENDCO also leads groups under the direction of the SENDCO in literacy catch up sessions and completes the assessments for Access arrangements. For students with a more pronounced literacy need the SEN Consultant can provides intensive specialist teaching. For children with emotional needs such as ASC or SEMH they can access the Autism Outreach Service or the Educational Psychologist as appropriate.

SEND budget allocation for the past 12 months

School Budget Share– Notional SEN Funding (Currently 6 students are in receipt of HNF).

High Needs Funding for 19/20 provided by Liverpool LEA £7930.21 (projected figures £14,927.37) for identified students.

£12,642.00 for a Knowsley student

£18,629.97 for two Wirral Students

Total HNF £39,202 for academic year starting Sept 2019 (projected figure presuming funding is renewed at review 46,199.34)

Budgeted Expenditure for the academic year including;

SEN Consultant, Teacher salaries, Learning Support assistant salaries, Assistant SENCO, SEN administration

Educational Psychology Services, Advisory Teacher Services, Outreach work Services (OSSME)

IT Hardware, Software and other resources,

We currently have 1 full time teaching assistant, 3 agency teaching assistant staff and the Assistant SENCO who is a qualified HLTA and a graduate in Childhood and Youth Studies. We also have an autism outreach worker for students with a diagnosis or are on the Pathway for Autism. We also 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

SEND School CPD arrangements in the past 12 months

- Planning for Inclusive Practices

SEND Parent partnership activities in the past 12 months

The school encourages parents to use the services of outside agencies, and actively promotes their contact details as appropriate. The SEN Consultant 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

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

- SEN Consultant to continue to review existing practice and to implement and evaluate current school provision.
- Training for Assistant SENCO to do in house Access Arrangements and IRENS screening to work under the direction of the SEN Consultant has now been completed so the cost of outside assessment teacher has now gone.
- More comprehensive screening of students who require access arrangements for exams to ensure students attain a grade that reflects their ability.
- Training for all staff on the benefits of quality first teaching approaches for students with SEN.
- New improved staff handbook for SEN/inclusion containing students' "Passport for Learning" and suggested teaching strategies.
- Half Termly meetings led by SEN consultant for Studio, Lifesciences and North Liverpool Academy to ensure a clear strategic vision for progress and a uniform response to policies and procedures across the three schools.
- Fortnightly minuted meetings with Year Manager to ensure the best inclusive response to students with additional needs.