



SEN Information Report 2022-2023

SENCO: Miss Siobhan Riley

Dedicated SENCO Time: 10 hours per week

SEND Governor: Mr Marc Whitmore

Contact: 0151 260 7600

Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=GbdSI8EtBNI&localofferchannel=8-5>

The academy's SEND Policy and Accessibility Plan can be viewed through the website:

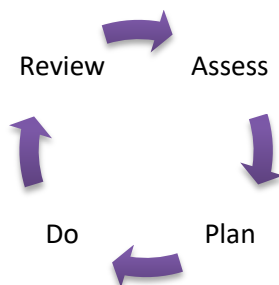
<http://theacademyofstnicholas.org.uk/send-provision>

Paper copies of both documents are also available on request.

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the academy contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all students 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 student in their care, including those with special educational needs. (**Reference:** SEND Policy: January 2021)

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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:

I. Communication and interaction

Students with additional needs in this area include those with speech, language and communication difficulties and those on the Autistic spectrum (ASD). This academic year students with a need in this area may have:

- Received intervention through being a part of a small group that meet to follow a social skills programme, tailored to their needs.
- This coming academic year, students in Years 7-11 with a diagnosis of ASD may continue to have support via the Social Skills Intervention. Those students who are on the Neurodevelopmental Pathway awaiting assessment may also access this provision.
- In some instances, parents and students may be sign posted to external organisations for more specific support, for example ADDvanced Solutions or the ASD Training Team.
- Where necessary school has also enlisted the support of Speech and Language Therapists for those students with language difficulties. Any recommended programmes are carried out in school on a more regular basis for identified students.
- In 2022-23 The Academy of St Nicholas worked closely with The Sensory Hive to raise Staff awareness of how sensory needs can impact on learning and how they can spot signs that students may need time and support to regulate their emotions.

- In September 2023 a new provision called The ARC (Additional Resource Centre) running alongside a dedicated Sensory Room will allow students a space to self-regulate or to be supported through a sensory circuit.

2. Cognition and learning

Students with additional needs in this area include those with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD) which includes Dyslexia, Dyscalculia and Dyspraxia.

- Interventions to support difficulties with cognition and learning, are done so in a variety of different ways and not all are exclusively for students with SEND.
- Some interventions are based within departments and are in the form of scaffolding and personalised curriculums.
- During the academic year 2022-23, the SEND Department also offered Lexonik interventions which focused on literacy skills for KS3 and KS4 students, in addition to some in class support across the curriculum. KS4 students were supported in a number of core subjects and some options by Learning Support Assistants.
- In the academic year 2023-24, students with SEND related to their learning will be supported via small group timely interventions and some in class support.

3. Social, emotional and mental health

Students with additional needs in this area include those with Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Attachment Disorder, Depression, Eating Disorders, Self-harm and other mental health difficulties.

- The SENCO works closely with the pastoral staff with designated key roles within school. This includes Pastoral Leads and Managers and the Safeguarding and Attendance Teams.
- We liaise with health professionals, CAMHS, YPAS and a variety of counselling service providers.
- The school chaplain offers wellbeing and bereavement support.
- This level of support will also continue during the academic year 2022-23.
- In addition, students with or awaiting a diagnosis of ADHD may be invited to join a small group intervention, to support their needs. In September 2023 a new provision called The ARC (Additional Resource Centre) running alongside a dedicated Sensory Room will allow students a space to self-regulate or to be supported through a sensory circuit.

4. Sensory and/or physical needs

Students with additional needs in this area include those with Hearing Impairments (HI), Visual Impairments (VI) and Physical Disability (PD). Provision for this type of need is very much dependent of the needs of the student.

- As a department we liaise and work closely with Liverpool's sensory service for hearing and visual impairments.
- For students with physical needs we liaise with health professionals, physiotherapists and occupational therapists to ensure that needs are met both in and around the school.
- We endeavour to make reasonable adjustments where needed and seek external advice where necessary.

The school Accessibility Plan details how the school prevents disabled students from being treated less favourably than other students, in terms of access to the building and

facilities, access to the curriculum and other information. (**Reference:** Accessibility Plan: May 2022)

As of September 2023, we have 221 children or young people receiving some form of SEN Support and 34 with an Education, Health and Care Plan.

Procedures for identifying young people with SEND and assessing their needs

There is a variety of information that is used to determine whether a student has additional needs; these include:

- Primary transition information and KS2 data
- Base line testing completed by subject areas at the beginning of year 7, Cognitive Ability Tests and other initial tests in year 7.
- Reading Age tests.
- Subject teacher referrals
- Specialist assessments by external services
- Internal and external assessments
- Parental concerns
- Parents/Carers information from Intake Evening.

Arrangements for consulting parents of young people with SEND and assessing their needs

Throughout the 2022-23 academic year we have worked with parents in supporting the needs of their child in a number of different ways. These include:

- Offering individual appointments to discuss specific issues about a young person's needs and/or progress. Parents are encouraged to contact school should they have any concerns.
- We held SEND Review meetings with SLT and the Pastoral Team.
- Annual Review Meetings of Education, Health and Care Plans (EHCPs) are held each year with parents and for those transitioning into KS4 or 5 additional support is put in place.
- Attendance at EHAT meetings for students with SEND as required.
- SENCO attends all Parents' Evening.
- SEN Support Plans are shared with parents and comments/input are encouraged.
- Specialist services that are invited into school to support any young person that requires this level of support also feedback to parents.

This model will continue to run during the 2022-23 academic year.

Involving students with SEND in their education

There are number of ways that this has been achieved this year:

- Students are encouraged to attend their Annual Review meetings and EHAT meetings.
- Students also attend curriculum review meetings alongside their parents. In addition, there is also an expectation for them to attend Parents' Evenings.
- Students contribute to their own SEN Support Plans explaining what support works best for them.
- They are encouraged to engage with student voice activities.
- They are encouraged to take on positions of responsibility and attend extra-curricular clubs and activities.

Assessing and Reviewing students' progress

At The Academy of St Nicholas, we follow the graduated approach of Assess, Plan, Do, Review.

- Progress is monitored closely throughout the year following data drops to ensure that teaching and/or interventions are having a positive impact.
- Subject teachers are responsible for monitoring progress within the curriculum area and highlighting any concerns to either the subject leader, SENCO or Pastoral Lead and Manger.
- The SENCO analyses data from across the curriculum to ensure progress is being made.
- Assessments following interventions are used to monitor progress.
- Assessments from external agencies are also used to review the progress of students.

Supporting students moving between phases of education and preparation for adulthood

Year 7: During the summer term the SENCO attends a Transition event coordinated by the Local Authority (LA). This allows the primary school's SENCO to share relevant information about children's needs. During the academic year of 2022-23, primary SENCOs were requested to complete transfer documents and meetings were actively encouraged, to ensure all relevant information on the needs of students was shared. In addition to this, the Pastoral Manager for Year 7 (Ms M.Cummins) and KS3 Assistant Headteacher (Mr J. Horman) along with the SENCO, also held meetings with primary schools to collect information on the students who are beginning in September. There was also an intake evening in July which all parents were invited to and 1:1 meetings to gather additional information were held with members of the Senior Leadership Team

Year 9: There is an Options Evening held alongside Parents' Evening to give advice to students and their parents when choosing their new courses for KS4. Students in this year group with an EHCP will have a focus discussion at their Annual Review meeting about the transition into KS4 which begins to look at preparation for adulthood.

Year 11: Sixth Form Information Evening and taster days are held to ensure students make the right choice for post 16 education. This includes support from the MAT's Career's Manager and visits to colleges and work placements. The school's CEIAG Officer liaises with the SENCO to ensure that students with SEND are given timely support and help with applying for appropriate college courses.

If students transfer to our school mid-year, every effort is made to ensure that information relating to SEND is passed on from the previous school. Equally if a student moves on to college following Year 11, we ensure that any information relating to their SEND is shared.

Our approach to teaching students with SEND, additional support and how staff are trained to support young people with SEND

Under the SEND Code of Practice, teachers are responsible and accountable for the progress and development of all students in their class and are encouraged to follow the Graduated Approach to identifying any potential SEN. At The Academy of St Nicholas, high quality teaching is our first step in responding to students who have SEND.

On a day-to-day basis:

- Lessons are scaffolded to support the needs of all students to ensure access to the curriculum.
- The school provides specialised equipment if required, which includes coloured overlays, pen grips, laptops, writing slopes etc.
- Interventions are put in place, as described at the beginning of this report for the different areas of need.
- Teachers closely monitor progress and track this departmentally. They can express any concerns if they feel students aren't making expected progress to their subject leader, SENCO or the Pastoral Team.
- Opportunities to share views and provide advice will be given to parents/carers which relates to their child's progress and how their needs can be met, in the form of parent meetings and annual reviews.
- The school's Learning Policy clearly references guidance and support for students with SEND.
- We may, with parental consent, make referrals to specialist services (as required) to further support a child's needs.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
SR	National SENCO Award	Postgraduate

In September 2023, 2 additional Staff will start the National Award for SEN Co-ordination and will complete this in July 2024.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Such outcomes incorporate skills that aim to equip the young person with independent skills that help to prepare them for adulthood. This academic year:

- There are 2 Learning Support Coordinators, 7 full time teaching assistants and 1 part time working across the curriculum to support students, and a Higher Level Teaching Assistant for EAL.
- In addition to this, the academy employs a number of staff with specific pastoral roles including the chaplain, Pastoral Leads and Pastoral Managers.

The curriculum is delivered to take account of the needs of the student and all staff have had training this year in whole school approaches to teaching students with SEND. There was also whole staff training this year from the SEND department on High Quality Teaching, and the Graduated Approach. In addition:

- The SENCO attends LA briefings to keep up to date with any local or national changes to SEN.
- The school facilitates staff training from external agencies including LA School Improvement Services.
- Whole school SEND CPD is timetabled into the school calendar.
- Teaching and support staff receive support and advice from external agencies, for example the Sensory Service.

In September 2023, INSET training to support the school's Learning Policy will be delivered and has a focus on students with SEND. This will be revisited throughout the academic year.

Throughout the academic year there have been occasions when the support of external agencies has been necessary. This may have been to offer either academic or pastoral support. The list below shows the agencies that have supported students with SEND during the year 2022-2023 and will continue to work with through 2022-23 as required:

- Specialist support services from SENISS
- Specialist Support from Autism Initiatives.
- The Sensory Service for students with a hearing impairment
- The Sensory Service for students with a visual impairment
- The Educational Psychology Service as and when required
- Speech and Language Therapist
- Physiotherapists
- Occupational Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Young People's Advisory Service (YPAS)
- Specialist medical advisors – school nurse, community paediatrician
- Early Help Hub – EHAT
- Children's Services
- Safer Schools Police Officer
- Everton in the Community
- Shaping Futures.

Adaptations to the curriculum and learning environment

The Head teacher and Senior Leadership Team (SLT) review the curriculum annually. They then work with subject departments to plan and implement an appropriate curriculum that meets the needs of all students. Regular curriculum meetings are held between subject leaders and SLT to review practice and impact. This is also done through line management meetings. At key stages 4 and 5 vocational courses are offered to students who are more likely to succeed by completing skills-based qualifications.

Within the classroom specialist equipment is used as and when required and reasonable adjustments are made wherever possible to ensure that adaptations to both the curriculum and environment is accessible to all students. In line with statutory guidance, the school's Accessibility Plan (May 2022) details how these changes are made and can be found on the school website. The curriculum is also adapted through differentiation, class groupings, intervention and resources. Where necessary, students may also be assessed for exam access arrangements according to the Joint Council for Qualifications exam regulations.

Enabling students with SEND to engage in activities available to young people in the wider community

Our Accessibility Plan addresses the improvement of access to the curriculum, physical environment and provision of information sharing and communication.

- We offer lunchtime clubs to all students, with specific support available to students with SEND within the Student Support Centre.
- All students take part in fundraising and charity work within the school in conjunction with the Academy Chaplain.

- All students are encouraged to take part in extracurricular clubs, and these are well publicised around the school.
- All students are encouraged to take up positions of responsibility.

Support for improving emotional and social development

- All students participate in Curriculum for Life sessions which are delivered daily during morning registration
- Visiting speakers are invited into school to promote health, safety and well-being issues
- Assemblies which focus on E-Safety and Cyber Bullying are regularly presented and revisited
- Pastoral teams are available if your child has any concerns or worries
- Supervised break and lunch spaces are available for those students who find unstructured times difficult
- The school has a chaplain who support students with different emotional needs.

Evaluating the effectiveness of provision

The Academy of St Nicholas regularly and carefully evaluates the quality of provision offered to all students, including those with SEND, across the whole school. This monitoring is done through regular curriculum review events that are calendared into the school year. This includes SEND drop-in sessions, work and book scrutiny, lesson visits and data analysis.

- The SENCO and her Line Manager look at the effectiveness of provision via data, student and parental voice
- Parents are kept informed of developments and are encouraged to feed back their views
- The SENCO and SEND Governor regularly meet to discuss and evaluate provision
- Formal examination results are analysed against national results to look to improve best practice.

Arrangements for handling complaints about SEND provision within the school

Discussions between parents and the school is always encouraged, but especially in order to resolve any issues at an early stage.

In the first instance parents should contact their child's Pastoral Lead. If it is a matter related to SEND, then parents should contact the SENCO.

If any parent feels that they need to contact the Headteacher, this should be done through the Head Teacher's PA, Mrs J McLeod Parents also have the right to make complaints to the Chair of Governors, should they feel any complaint has not been resolved. All complaints are dealt with following procedures outlined in academy policies.

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: 21.09.23

