

LIPA SIXTH FORM COLLEGE

SEN Information Report

20th November 2016

SEN Governor: Dr Jo Moriarty

Special Educational Needs Co-ordinator (SENCo): Mrs Amy Deane

Contact number: 0151 330 3232

Contact email address: a.deane@lipasixthformcollege.org

Dedicated SENCO time: Mondays 1.15-4.30pm & Fridays 9am-12.15pm

Local Offer Contribution: This can be found on our college website and in the Liverpool Early Help Directory at the following link:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=heS6f5UwW3k&familychannel=10-1>

Schools and colleges have a duty to report annually to all parents on the provision for students identified as having SEN. As a college we recognise the definition of SEN as stated in the Code of Practice 2014:

“A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age”.

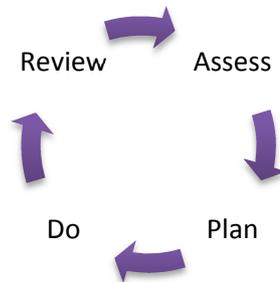
Our Approach as a School:

At LIPA Sixth Form College, all students are valued equally, regardless of where their abilities lie. All students have access to a creative, learner-focused, project-based approach, which is differentiated to meet individual needs in order that all students can develop their skills, interests and technical abilities. A small, specialised sixth form college, we aim to empower all of our students to develop socially, emotionally and practically, as well as vocationally and academically in a safe, supportive environment.

High 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 students 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 student in their care, including those with special educational needs.

Assess

Each student is regularly assessed in all subjects, grades are recorded on our tracking system and reported to parents at least once a term. Staff are responsible for setting students achievable yet challenging targets and having high expectations of progress. Lecturers and the Leadership team regularly check on the progress of students and raise a concern if a student is not making expected progress. Student and parental views are sought, as are those of outside agencies who are involved in the assessment process. Any parental concerns are actively listened to and recorded. Where necessary, the Inclusion Team uses whole college data to identify students that need to be assessed further using tests.

It is the responsibility of all staff to:

1. Set suitable learning challenges
2. Respond to students' diverse learning needs
3. Overcome potential barriers to learning and carry out assessment for individuals and groups of students.
4. We aim to recognise strengths as well as weaknesses and try to involve all students in college activities
5. Early identification assessment and intervention are recognised as the key to meeting the needs of the individual students.

(Reference: SEN Policy August 2016)

Plan

Staff plan lessons based on the students' differing individual needs, using previous assessments to form the basis of their planning. Staff plan activities that take into account the different learning styles, interests and abilities of their students. In their planning, lecturers may identify students who require additional or different support to make progress. If Special Educational Needs (SEN) support is deemed necessary, the teacher and Special Educational Needs Co-ordinator (SENCo), in consultation with parents and student, will agree the adjustments, interventions and support to be put in place, as well as expected impact on progress (outcomes). A date is set for review.

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. Students are regularly assessed and given clear, constructive feedback which can be used to enable progress towards individual targets. Where necessary, students will access interventions, examples of which include in-class support or prompting from a Learning Support Worker, 1-1 mentor meetings, and access to additional support from a Learning Support Worker at the regular Learning Resource Centre (LRC) drop-in sessions.

Review

Teaching staff review the progress of their students in a variety of ways. The first week of every half term is a college-wide Review Week, when all classes will include a detailed review of students' progress against individualised targets in all classes and units, including relating to Social, Moral, Cultural and Spiritual (SMSC) development, work experience, enrichment, and GCSE subjects, where these are part of a student's study programme. Some students who are not making expected progress attend intervention sessions with our Learning Support Assistants (LSAs), often as part of the regular Learning Resource Centre (LRC) drop-in sessions.

Some students have an Education, Health and Care Plan (EHCP) which has replaced the Statement of Special Educational Need. These must be reviewed by the local authority in partnership with the school annually. Reviews take place twice a year for students with an Individual Education Plan (IEP). When we review, we evaluate the impact and quality of the support and take into account the views of the parents and students. This feeds back into the analysis of the student's needs. The teacher working with the SENCo will revise the support in light of the student's progress and development. Any changes to support and outcomes will be made in consultation with the parent and student.

Having consulted with student, 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 student/young person and hold both our internal/external providers and ourselves to account.

Provision for students with SEN needs

How does the college know if students need extra help and what should parents/carers do if they think their student may have Special Educational Needs and/or Disability (SEND)?

- All students are rigorously tracked and monitored. If there are concerns about a student's progress, or if a student needs additional support, then this will be identified and acted upon. This may mean in-class support, small group intervention work or individual support.
- When students have identified SEND before they start at LIPA Sixth Form College, we work closely with secondary schools, the agencies that support the student in their current setting and parents/carers to ensure a smooth transition into college life. We use the information already available along with our own assessment tools to identify what their SEN and provision will be at LIPA Sixth Form College.
- If a parent/carer thinks their student has SEND, a meeting will be set up to discuss this further and where necessary a plan of action put into place. Results from assessments and observations are shared with the student and parents.
- If our staff think a student has a SEND, this may be because they are not making the same progress as other students. We will observe the student and assess their understanding in class. If necessary, we will use tests to identify any difficulties and discuss this with the student and parents/carers. If a student has complex needs, we may also refer to outside agencies for further assessment and support.

1. Communication and interaction

Provision available for students in this area of need:

- Students will have a SEN profile on the Code of Practice intervention spreadsheet which outlines their specific needs. All staff have access to this to inform their teaching.
- If required, a student will have an Individual Education Plan (IEP), which outlines a student's specific needs and suggests strategies to support them. This document, which includes at least two short term targets, is created in collaboration with the SENCo and parents/carers. This document is reviewed at least twice a year and is available on the staff shared drive.
- Social skills workshops

- Alternative venues for break time. The LRC is a quieter area that is supervised by at least one member of staff. Students may also access a classroom which is supervised by a member of the Inclusion team.
- In-class support
- Mentoring
- Where necessary, we will refer to external agencies, or establish partnerships with other organisations in the Liverpool Local Offer to deliver services in college appropriate to the identified level of student need.

2. Cognition and learning

Provision available for students in this area of need:

- Students will have a SEN profile on the Code of Practice intervention spreadsheet which outlines their specific needs. All staff have access to this to inform their teaching.
- If required, a student will have an Individual Education Plan (IEP), which outlines a student's specific needs and suggests strategies to support them. This document, which includes at least two short term targets, is created in collaboration with the SENCo and parents/carers. This document is reviewed at least twice a year and is available on the staff shared drive.
- In-class support
- Smaller class sizes
- Where necessary, we will refer to external agencies, or establish partnerships with other organisations in the Liverpool Local Offer to deliver services in college appropriate to the identified level of student need.

3. Social, emotional and mental health

Provision available for students in this area of need:

- Students will have a SEN profile on the Code of Practice intervention spreadsheet which outlines their specific needs. All staff have access to this to inform their teaching.
- If required, a student will have an Individual Education Plan (IEP), which outlines a student's specific needs and suggests strategies to support them. This document, which includes at least two short term targets, is created in collaboration with the SENCo and parents/carers. This document is reviewed at least twice a year and is available on the staff shared drive.
- Access to 1-1 mentoring from a member of the Inclusion Team.

- Use of the LIPA Sixth Form College private network private messaging system to alert Inclusion staff to the need for a 1-1 support session.
- In-class support
- Stress/Anger Management workshops
- Where necessary, we will refer to external agencies, such as Student and Adolescent Mental Health Services (CAMHS), or establish partnerships with other organisations in the Liverpool Local Offer to deliver services in college appropriate to the identified level of student need.

4. Sensory and/or physical needs

Provision available for students in this area of need:

- Students will have a SEN profile on the Code of Practice intervention spreadsheet which outlines their specific needs. All staff have access to this to inform their teaching.
- If required, a student will have an Individual Education Plan (IEP), which outlines a student's specific needs and suggests strategies to support them. This document, which includes at least two short term targets, is created in collaboration with the SENCo and parents/carers. This document is reviewed at least twice a year and is available on the staff shared drive.
- Access to appropriately trained Learning Support Assistants (LSAs)
- An accessible college (Accessibility Policy Jan 2015)
- Enlarged copies of texts for students with visual impairment
- Use of technology
- Where necessary, we will refer to external agencies, or establish partnerships with other organisations in the Liverpool Local Offer to deliver services in college appropriate to the identified level of student need.

As of November 2016, we have 190 enrolled students. 48 students are identified as having some form of SEN need. 1 student is in receipt of an EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations and data analysis. The SENCO and SLT monitor classroom practice, analyse student tracking data, and identify value added data for students with SEN. SEN is part of our self-evaluation arrangements and is a priority in the Development Plan.

(Reference: SEN Policy August 2016)

Co-producing with students, 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
Telephone calls/emails	SENCo team/parents	Daily
Parents' evening	Parents, students, subject teacher, programme manager, SENCo	Annually
Parent forum	Parents, students, Senior Leadership Team	Termly
School council	Students who have been voted in as part of the school council, Director	Termly
Annual Reviews	Students who have an EHC or are part of the Resourced Provisions based at the School/ Parents/Inclusion team	Annually
Individual Education Plan (IEP)	Students who have been identified as requiring one by the SENCo	Twice an academic year

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 (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
AD	SENCo	BA Hons Level 7 PGCE (PCET) MA English Language (in-progress) Level 7 PGCert National SENCo Award (in-progress)
KC	Inclusion Team - LSA	BA Hons
JB	Inclusion Team - LSA	BA Hons Level 5 TESOL NOCN Level 3: Vocal Tutoring and Workshop Skills

All members of the college staff team participated in September 2016 in Safeguarding training delivered by School Improvement Liverpool. In this first year of provision, by the end of the academic year 2016/17, our staff will have been trained in:

- *ASD – Supporting the hidden disability*
- *Dyslexia friendly strategies*
- *Managing challenging behaviour through positive behaviour management*
- *Supporting medical needs and best practices*
- *Quality First Teaching*
- *Mental Health First Aid*
- *Dyslexia*
- *ADHD*

Our SENCO attends the Liverpool School Improvement SEN Briefing. The college is also currently working towards the SEND Inclusion Award for excellence in SEN provision, which we are scheduled to achieve by the end of the academic year 2017/2018

Staff deployment

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

Different students will require different levels of support in order to help them make progress and achieve their potential.

Our support staff are deployed, in the first instance, to support students with an EHCP. LSAs are also assigned to classes with high number of students identified as having SEND, for example in the GCSE Mathematics class. Support staff work closely with subject teachers in these classes to ensure the students are given sufficient support and attention in order to increase the rate of progress.

School External Partnerships and Transition Plans

This year, we worked with students' previous secondary schools to welcome 49 students who have an identified SEN or disability.

We welcomed our first cohort in September 2016. Our pastoral programme is geared towards preparing students for further study and/or work within the performing arts sector.

Complaints

Our complaints procedure is available on our website at:

<http://www.lipasixthformcollege.org/policies>

So far, no complaints have been received.

How will we evaluate our SEN provision?

This is our first year of provision. At the end of the academic year 2016/17, we will evaluate our SEN provision carefully in a range of ways in order to improve our provision going forward, for example by examining:

- how well our SEN GCSE resit students perform in comparison to our non-SEN resit students
- the effectiveness of our provision in narrowing the gap between students identified as SEN Support and their peers, capturing student voice to demonstrate that students and young people feel supported and happy in their setting
- the proportion of students at SEN Support and with Statements/ EHC Plan making and exceeding expected progress
- the proportion of students identified as SEN Support participating in extra-curricular activities
- proportion of students identified as SEN Support represented in specific groups e.g. School Council

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include planned lesson observations, learning walks, evaluation of data, students and parent feedback and collaboration and how this impacts on development.

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Assessment 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