

SEN Information Report



UNIVERSITY OF

LIVERPOOL
MATHS SCHOOL
EDUCATION FOR 16-19 YEAR OLDS

Ratified: February 2021

0 SEN and Disability Regulations

The Special Educational Needs and Disability Regulations 2014 which govern this SEN Information Report can be accessed [here](#).

1 The Kinds of SEN that are Provided For

Our school currently provides additional and/or adapted provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorders, speech and language difficulties, and non-native speakers,
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,
- Moderate and multiple difficulties, including facilitation of medical arrangements where necessary clinical support is provided.

2 Identifying Students with SEN and Assessing Their Needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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, or
- Otherwise widens the attainment gap through underachievement.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and, where appropriate, their parent/s or carer/s. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where necessary, we will also refer students with SEN for an access arrangement assessment to determine their necessary adjustments during external examinations. This will usually take place on site.

3 Consulting and Involving Students and Parents

As a 16-19 institution, we will normally talk directly with students in the first instance, encouraging them to inform their parents and guardians and supporting them to do this as necessary. We know that uncovering a learning difference for the first time at a late stage in education can be a challenge for learners and families alike, and so where necessary we will arrange meetings to ensure our students and their families are fully informed and have the opportunity to ask questions about the plan to support them. However, for those students aged over 18 who have requested we do not correspond with parents, this wish will be respected.

Early conversations will serve to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the family's concerns if appropriate
- Everyone understands the agreed outcomes sought for the student

- Everyone is clear on what the next steps are

Where students have received specific support at secondary school, it should be noted that a different approach might be more appropriate during their time at ULMaS. Many learners find that their existing challenges naturally ease in a new environment studying their favourite subjects in a different way, whilst others find they are challenged in altogether new ways. The school will use its expertise in collaboration with the student and family to assess their current position and to implement support strategies that are appropriate for this phase of education.

Notes of these early discussions will be added to the student's record.

4 Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review, as per the SEND Code of Practice available [here](#).

The class or subject teacher will work with the Inclusive Learning Lead (SENCo) to carry out a clear analysis of the student's needs. This will draw on:

- 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.

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.

5 Supporting Students Moving Between Phases and Preparing for Adulthood

As the support process for students with SEN in Higher Education is quite different than during compulsory schooling, we do not anticipate routinely passing information on to the universities. However, where this is requested by the student, we will be happy to do so.

If a student decides to move to another school or sixth form college before their final examinations, we will share information with the school, college, or other setting the student is moving to. We will require written permission to do so from the student or parent and guardian as appropriate, and will agree with them the information to be shared as part of this communication.

6 Our Approach to Teaching Students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their classes.

High-quality teaching is our first step in responding to students who have SEN. This will be carefully designed so as to enable all students to access every lesson, taking account of any and all specific needs.

We will also provide interventions for students with SEN on a case-by-case basis, where additional input is required. Our curriculum is extensive, and it is not normally feasible to withdraw students from lessons to undertake interventions without undermining their ability to keep up with the pace of learning in the school. Where an intervention is necessary, we will normally propose that it takes place in addition to normal timetabled lessons. We expect this will be the exception rather than the rule, and when recommended we will ensure interventions are as minimal as possible to support the student without making huge extra demands on their time. We do not plan to routinely run any particular intervention, and will be guided by the needs of our students.

7 Adaptations to the Curriculum and Learning Environment

We are committed to adapting our curriculum to ensure that students are able to access it. For example, we:

- Provide electronic access to resources,
- Adopt a thoughtful approach to grouping,
- Provide access to 1:1 support where needed,
- Help teachers to develop styles which accommodate students with particular needs alongside others,
- Develop our curricular planning and assessment approaches to be as inclusive as possible, including the routine implementation of identified exam access arrangements during every assessment
- Encourage the use of recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc, and
- Differentiate our teaching, for example, giving longer processing times.

8 Additional Support for Learning

We do not currently employ teaching assistants, meaning all SEN provision is currently delivered through classroom teaching and learning and individual support outside the classroom. Where students need additional support, for instance with mobility, toileting, or social and emotional development, we will facilitate externally provided staff support in line with the needs and care arrangements set out in their EHCP.

9 Expertise and Training of Staff

Our Inclusive Learning Lead is new to the role, and is currently undertaking the PGCert in SEN Coordination at Edge Hill University. The course is due to conclude by the end of the 2020/21 academic year, and further information about its particulars are available [here](#). As the school only admitted around 20% of its capacity in 2020/21, time allocated to SEN Coordination is brief, involving a mixture of study alongside supporting staff with inclusifying practice for any learners with specific needs. In future, the Inclusive Learning Lead will be allocated appropriate time and resources on a flexible basis to manage SEN provision across the school as it grows, and the student base changes.

We have a team of six subject teachers, all qualified to design lessons inclusively and advised on adaptations for particular students.

In the last academic year, staff have been trained in mental health first aid and the access arrangement identification and assessment process. The school is in the early stages of supporting a member of staff to train as a British Psychological Society accredited assessor to ensure we have the specialist knowledge in house to test students for suspected learning differences and the ability to recommend access arrangements for exams. The training is due to conclude during the 2021/22 academic year. More information about it is available [here](#).

Where necessary to meet the needs of an individual student, specialist staff or tutors may be temporarily appointed by the Headteacher and Inclusive Learning Lead.

10 Facilities and Equipment

Although the school building is old, the site is fully accessible with access ramps and lifts, with disability facilities like separate bathrooms and safety features including evacuation chairs. Accessibility information for our site is available publicly through AccessAble, previously known as Disability Go. The accessibility information for the University of Liverpool campus on which we are based is available [here](#). More specifically, accessibility information about the Sir Alastair Pilkington Building is available [here](#).

As the school's curriculum is shared electronically, we have an established bank of laptops that can be accessed on site for use in independent study and during lessons. We also try to lend every student an electronic means of annotating documents such as a tablet and stylus if they do not already own a suitable device. We hope this will mean learning is naturally more inclusive, but where specifically needed we will also look to install assistive technology and provide any other support equipment on a student-by-student basis.

11 Evaluating the Effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after regularly, and at least each half term
- Using student questionnaires
- Monitoring by the Inclusive Learning Lead
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

12 Inclusivity and Equality in Admissions

As a selective entry school, we will not routinely support the naming of the school in an EHCP unless the student has passed our admissions process. It should be noted that students with an EHCP which names the school are not guaranteed admission unless confirmation of acceptance following the admissions process has been separately provided. The admissions process is, of course, subject to reasonable adjustments that will be made to ensure any disadvantage faced by an applicant based on their SEND status is as far as possible mitigated. Where appropriate, those with protected characteristics under the Equality Act 2010 will take first priority in our oversubscription criteria. Please see section 11 of the Admissions Policy available [here](#) for further information.

The school will work closely with all successful applicants with additional needs, their families and the local authority to ensure we are only named on an EHCP or Statement of Special Educational Needs if we are able to deliver all the necessary specialised provision and adequately facilitate access to the resources for individualised care provided by the local authority and other external agencies, for instance by arranging a private space for an externally appointed nurse to administer medications and treatment.

13 Enabling Students with SEN to Engage in Activities Available Across the School

All of our extra-curricular activities and school visits are available to all our students, in particular our lunch time clubs and societies.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in weekly sporting activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

14 Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development through our Pastoral and Personal Enrichment Programme (PPEP), in particular:

- The PPEP Induction programme, covering a variety of issues about settling into a new school,
- Weekly PPEP lessons to cover a range of subjects, including Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) development and progression to university,
- Weekly meetings of tutorial groups with Pastoral Tutors with planned structures, featuring guest speakers in assembly time,
- Weekly exercise opportunities at Sport Liverpool amongst other venues,
- Lunchtime clubs which are set up based on interest; these currently include chess, strategy games, gaming, coding, robotics, film and debating. Students are encouraged to try something new,
- After school clubs including sports and cultural visits where permitted by covid-19 guidance, and
- One to one fortnightly meeting with Pastoral Tutors to discuss any concerns and support personal, academic or progression issues. Academic performance, personal development including progress in reading, communication skills, time management and team working skills.

Students with SEN are encouraged to join any clubs and activities to promote teamwork and friendship building. We have a zero-tolerance approach to bullying.

15 Working with Other Agencies

The school is committed to working with outside agencies to ensure the needs of our SEN students are met. This includes but is not limited to liaising with health and social care agencies in support of a students' diagnosis, engaging with external expertise such as access arrangements assessors, and sourcing suitable training for staff in SEN related areas such as mental health when the knowledge is not already within the school. Our stance is to work closely with appropriate outside agencies, including hospitals, the local authority and social care teams whenever necessary in support of our SEN students.

16 Complaints About SEN Provision

Complaints about SEN provision in our school should be made to the Inclusive Learning Lead in the first instance, or, if in relation to the Inclusive Learning Lead, to the Headteacher. They will then be referred to the school's complaints policy.

Students with disabilities or their parents and guardians have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17 Contact Details of Support Services for Students with SEN and their Families

Additional and more tailored support for students with SEN and their families can be found locally in the following places:

- [Liverpool local authority website](#) has support and guidance on self help for SEN generally, and specific training on Autistic Spectrum Disorders and independent travelling.
- [Liverpool & Knowsley Special Educational Needs and/or Disabilities Information, Advice and Support Service \(SENDIASS\)](#) offer comprehensive support to learners with SEN and their families.

18 Contact Details for raising concerns

The Inclusive Learning Lead and Headteacher can be contacted at the following email addresses.

Inclusive Learning Lead: niall.thompson@liverpoolmathsschool.org

Headteacher: damian.haigh@liverpoolmathsschool.org

19 Liverpool City Council's SEN Local Offer

Our local authority's local offer is published [here](#).