

SEND Report

Special Educational Needs and Disabilities at South Wiltshire UTC

At some point during schooling, any young person might need extra support to achieve and progress. This SEND report provides information about how we support students who may have Special Educational Needs or Disabilities (SEND) at the UTC.

It includes information about who you should talk to if you have any concerns about your son/daughter, how we identify their needs and how we monitor and assess progress. It also comprises a link to our SEND policy and to other sources of information and support available.

What are Special Educational Needs and Disabilities?

A young person might be described as having special (or additional) needs if they have a learning difficulty or a disability that requires support that is different from or additional to that provided for other students of the same age at South Wiltshire UTC.

The Equality Act defines a disabled person as '*a person who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities*'.

(The Equality Act, 2010)

At the UTC, we value each student, their achievements and abilities. We offer inclusive, person-centred education that celebrates the successes of all. We plan and undertake teaching based on individuals' learning; after which we evaluate the impact of that teaching and adapt further teaching as necessary.

We provide an inclusive education for:

- Cognitive and Learning needs
- Communication and Interactive needs
- Physical and Medical needs
- Behavioural, Social and Emotional needs
- Sensory needs

The Graduated Response at the UTC

The graduated response is a framework within which schools identify students' special educational needs and supports them. It recognises that children's needs will be different at different times.

There are different waves of support depending on the concern.

Initial Concern:

- **Wave 1 support**

When we have an initial concern, it is most likely that the subject teacher and/or form tutor of your son/daughter approaches you informally at one of our parent-teacher meetings we have each year. At this stage we discuss our concerns and how we are using quality first teaching within the classroom to offer inclusive education.

- **Wave 2 support**

The teacher, with support from the Special Educational Needs and Disabilities Coordinator (SENDCo), will be responsible for planning additional small group or in-class support for your son/daughter. At this stage we may add the young person's name to our Special Educational Needs Support register in order to monitor progress and we can (with permission from parents) ask for advice and support from Wiltshire Learning Support Team.

- **Wave 3 support**

If your son/daughter needs further support the SENDCo and the class teacher and young person set specific targets on an Individual Learning Plan (ILP). Support may be in class, as part of a small group or a 1:1 programme.

For additional support we can make referrals to a member of the Wiltshire Learning Support Team including Educational Psychology service, Speech and Language Therapy service, Occupational therapy etc.

These professionals may work directly with a student, but are more likely to provide strategies and support to his or her teachers and SEND school team. The ILP will be updated to include any new targets and strategies.

At all stages parents are informed and support from parents is hugely beneficial, and necessary for best progress.

Further Concern: My Support Plan and My Plans

A small number of students may require support that is more than the UTC is expected to provide using Wave 1, 2, and 3. If this support is needed, parents will be consulted and with their support we will apply for a Statutory y Plan Assessment to be carried out.

A *Statutory My Plan Assessment* can lead to a *My Plan Statement of Special Educational Needs*. A *My Plan Statement* is a legal document that belongs to the young person and it describes a student's needs and specifies what support will be provided to meet those needs.

At each stage you will be informed and asked to attend meetings so that we can all work together to find the best provision for your son/daughter.

When multiple agencies are involved in supporting a young person, we can use the *My Support Plan or the Common Assessment Framework (CAF)* process to enable all adults involved, parents, professionals and students to get together to share information and set targets.

How are students supported at the UTC?

We are committed to all students reaching their full potential to become lifelong independent learners and, in order to achieve that, we need to change our provision so that young people with SEND can access learning.

We do this in a number of ways including:

- Planning for Personalised learning - which includes adapting planning so individuals have specific outcomes
- Adult support in the classroom for specific tasks
- Liaising with outside agencies to receive the best advice and support
- Meeting with teachers to discuss students' needs and strategies

1. Identifying Needs

In order to identify a student's special educational needs, the UTC uses all of the information about the student's progress and compares it with the progress of other students in the UTC and against national performance information by looking at the CATs Testing results.

1.1. How are needs identified?

As pointed out above, the main point of contact is the classroom teacher. If a student is not making the progress that would be expected, and/or the teacher is concerned about the student, a record of concern form is sent to the SENDCo.

The SENDCo and Learning Assistants (LAs) will then observe the student in the lesson and will get in contact with the student and parent/carer to discuss their concerns and get the views about the student's strengths and areas of difficulty, concerns that the parent/carer may have, agreed outcomes and further action.

Following discussions with parents/carers, we will then agree outcomes that the student will be working towards and the support that is needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that UTC staff or parents raise in this area may lead to a further investigation by the SENDCo.

Assessment, Monitoring and Review

- Each student's progress is continually monitored by their class teacher and the SENDCo in a number of ways, including **additional educational testing** completed within UTC. The SENDCo oversees any additional support a student may need and at the beginning of the new academic year, data is analyzed and tracked to get a clear indication of which students need support with their work.
- Progress is discussed in **weekly meetings with staff**. During these meetings, the SENDCo updates staff on students' needs and shares additional strategies to use with these students. Any other concerns that teachers may have are also discussed. The final outcome of these meetings will have an impact on the level of support given to each student/teacher. The advantages of these meetings are twofold as , not only they can contribute to the UTC improvement by identifying patterns of need and potential areas of development for teaching staff but they can also help the UTC develop the use of interventions that are effective and remove those that are less so.
- In addition to the NC level tests, other types of tests in order to identify additional needs are also carried out (**standardized reading/spelling tests, LASS tests** etc.).

Support- What is the support offered?

Inclusive support- Access to all students

- **Strategies** to support all students are shared with all staff at the UTC through 1:1 staff meetings on a weekly basis, briefings and training sessions. These strategies are accessible to all staff and stored in the shared area and are applied in the lessons and when differentiating.
- **In-class support**
The LAs support students **in class** and, at the end of the lesson, fill in a **record of support form** that helps identifying strength/weaknesses of both student/lesson so that a much more inclusive support can be given to student. The LAs also **liaise with the teachers** so that they are aware of the lesson in advance.
- **Additional support** may also be provided to students who are struggling with their projects. This support is arranged according to the students' needs.
- Some of the students who are in the SEND register have access to a **time out card to go to a 'quiet room'**. This card can be used if they feel stressed, frustrated or angry. The 'quiet room' is monitored by the SEND team.
- There is a **mentoring program** that takes place 2 times p/w. This program is offered to Year 12 students. The aim is to support them with study, organizational and personal skills.
- The UTC also has a **School Nurse** who runs a 6 weeks counselling program and provides students with professional advice. The students who need to access this program are referred to the School Nurse via the SENDCo.

Involving Parents/Carers and Students

Parents and carers are also kept informed through email or phone calls of their child progress. Staff will contact parents or carers to discuss issues, concerns or progress of individual children. The UTC holds regular parent evenings for all parents. If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets.

Parents/Carers have access to the local offer and SEND policy through the UTC website: <http://www.wiltshire-utc.co.uk/key-info/>

Informal meetings with students take place on a regular basis to check how they are doing and monitor their progress.

Who do I contact if I'm concerned?

The first person to contact is the form tutor and/or the subject teacher.

Our **SEND team** includes:

- Mrs Maria Garcia Parra - Special Educational Needs and Disabilities Coordinator
- Mr Edward Young - SEND Learning Support Assistant (Full-time)
- Mrs Helen Harvard - SEND Learning Support Assistant (Part-time)

The SENDCo role has 3 key functions:

1. Supporting individual students both with and without EHCP and working with them and those who know them best to develop strategies to allow them to succeed.
2. Developing professional expertise among UTC colleagues to raise both their understanding of common barriers to learning and the needs of specific students.
3. Liaising with the UTC's employer and university partners to ensure all UTC students have positive and productive learning experiences outside the UTC.

Other support and help:

- **South Wiltshire UTC Nursing Service** – Tiff Ferris
- **Family Information Service** - This service will provide general information and signposting service for parents/ carers about services and facilities in Wiltshire. To contact them please phone Wiltshire Council on 0300 0030 4573 or visit their website www.wiltshirefis.org.uk
- **Parent Partnership Service** - This service will provide information, support and advice service to parents/ carers about their child's special educational needs. To contact them please phone Action for Children on 01225 769399 or visit their website www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Other Readings

- **The New Code of Practice:**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- **Wiltshire Local Offer:**
<https://www.wiltshirelocaloffer.org.uk/send-service/send-support/>