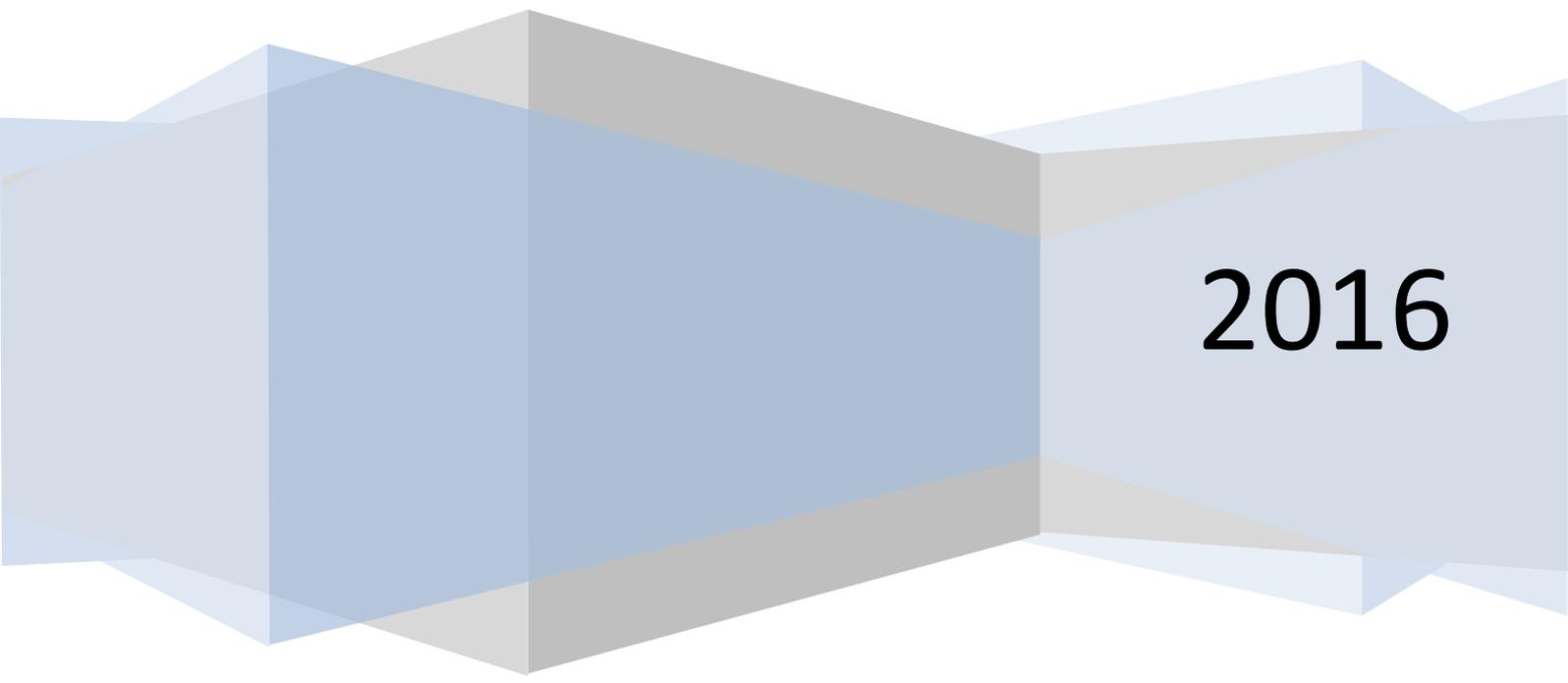# SEN/D Report

Information regarding SEN/D Provision at UTC Reading

Joe Noyes, SENCO UTC Reading

2016

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1. Schedule 1 Information

The following information is broken down into sections in line with Schedule 1, Regulation 51 of the Special Educational Needs (Information) Regulations in the Children and Families Act 2014.

2. 1. Educational Needs Provided for by the School

UTC Reading defines Special Educational Needs as any student who has any barrier that hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

UTC Reading currently provides for a number of students with a range of difficulties. These include

- Communication and interaction

- Social, emotional and mental health difficulties

- Cognition and learning

- Sensory and / or physical

3. 2. The assessment and identification of pupils with SEN

UTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, UTC will intervene as described here and in the SEN Policy. Such interventions are a means of helping UTC and parents / guardians match special educational provision to individual student needs.

4. 3. Information on meeting the needs of pupils

5. 3a. Self-Evaluation of Effectiveness
how the school evaluates the effectiveness of its provision for such pupils;

All students, including those with SEND, are assessed on a regular basis, in accordance with UTC Reading's Assessment Policy. Teachers formally assess and review progress and attainment each half term which is communicated to parents/carers by a report that is sent home. Additionally, there is at least one year-specific parents evening held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, parents are able to contact their tutors and meet with them, the SENCO and/or pastoral leads as is appropriate. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular reviews with their LSA.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation.

Additionally progress and attainment data for students is analysed for effectiveness and value for money.

6. 3b. Assessing and Reviewing Progress
the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents / guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

When a student is found not to make progress, despite high quality teaching, the SENCO, teacher and parent should assess whether the child has SEN whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed in section 1.

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the student's SEN/D. If this cannot reasonably be met by UTC, then the LA may provide extra resources.

The UTC aims to have all statements to be reviewed and transitioned to an EHCP by September 2017.

7. 3c. Approach to Teaching Pupils with SEN
the school's approach to teaching pupils with special educational needs;

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Our staff have experience and/or are trained in these techniques, as well as receiving the ongoing support of senior colleagues and the leadership team.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations.

8. 3d. Adaptations to improve access for SEN
how the school adapts the curriculum and learning environment for pupils with special educational needs;

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may

include option choices; additional literacy; nurture groups; intervention groups and a different number of qualifications studied.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

9. 3e. Additional Support
additional support for learning that is available to pupils with special educational needs;

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated in order to achieve the objectives raised in their statement or plan and in agreement with parents. Learning Support Assistants are allocated, where resources allow and where suitable, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with Statements/EHCP's will have targets and strategies set by agreement with the student and their parents with input relevant professionals, including the UTC Reading Staff. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

10. 3f. Available Additional Activities
activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

A large range of academic and hobby/interest clubs are available at the UTC Reading as part of the Enrichment programme. They are open to all students, including students with SEND. Where a SEND student would benefit from a new enrichment, the UTC will try to start one.

All children in the school are encouraged to take part in extra activities at break time and lunchtime. Day and residential trips are open to all children and a child's specific needs can be discussed if they wish to join such a trip.

We also run coursework/revision sessions for students as and when required.

11. 3g. Supporting Students with Emotional of Social needs
support that is available for improving the emotional and social development of pupils with special educational needs.

At UTC Reading we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a project tutor who will (in most cases) remain with them as they progress up

the school. This provides continuity and builds a strong relationship between tutor and students as they work together on whole-school projects.

There are additional members of staff who are able to provide pastoral support, these include: Heads of Companies; Assistant Principals, Deputy Principal, Heads of Keystage and Support Staff. We are also developing relationships with a number of external agencies for example Service Six, Targeted Prevention Team, CAMHS and CAN.

12. 4. Name and contact details of the SEN Co-ordinator (SENCO)

If you think your child has a Special Educational Need, please feel free to contact your student's tutor or the SENCO.

The SEN Co-ordinator (SENCO) for UTC Reading is

Joseph Noyes, e-mail: joe.noyes@utcreading.org.uk

The SENCO is responsible for

- determining the strategic development of the SEN/D policy and provision at UTC with the ultimate aim of raising the achievement of students with SEN/D need.
- Collaborating with SENDCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of UTC employees.
- Overseeing the review and maintenance EHCP's and records for all SEN/D students.
- Overseeing the day-to-day operation of UTC's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the SEN/D team of HLTA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents / guardians of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

For queries regarding safeguarding or inclusion, please feel free to contact the Vice Principal, Wayne Edwards, wayne.edwards@utcreading.org.uk.

13. 5. The expertise and training of staff in regards to student SEN.

We have a Learning Support department which is made up of the SENCO, the lead Learning Support Assistant and two Learning Support Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs and the SENCO is working towards the National Senco Qualification.

Training is provided to all staff, including teachers and LSA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

Staff who are new to the school follow an induction programme which includes training and information on SEN.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

14. 6. Equipment and Facilities available for SEN Provision

As a school we can access a range of services from within the local area and the Activate Learning group. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENCO or discuss the issue at the next review/parents evening.

15. 7. Arrangements for Consulting with Parents and Guardians

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress to an LSA and this is further fed back to the Parents/Guardians for their comment as suitable.

We also welcome opportunities to work with parents and guardians and, should any parent or guardian wish to discuss any issues regarding the student, they are welcome to contact the SENCO.

16. 8. Arrangements for Consulting with Children

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and how they feel their support is proceeding.

SEN Students with an EHCP or Statement submit their views in writing as part of their annual review as well as to attend the review itself. Students and parents contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEN.

17. 9. Complaints Procedure regarding SEN Provision at the School

Concerns and Complaints are dealt with in line with the UTC Reading Complaints Procedure. Any initial concerns should initially be raised with the tutor of the pupil or, should this not resolve the concern, with the SENCO.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the UTC Reading Complaints Procedure.

18. 10. Relationships with External Bodies

The local authorities are listed in section 13.

19. 11. Contact details of support services

For learning support queries, the lead LSA is Georgina Davies, georgina.davies@utcreading.org.uk.

For queries regarding exam access arrangements, please contact the SENCO.

20. 12 Transferring between Schools

Information regarding procedures and time scales for Students wishing to join UTC Reading are covered by the UTC Reading Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the SENCO is available for meetings during Open Events and interview evenings, both of which prospective parents are always encouraged to attend.

After joining UTC Reading, information from the application form is processed to produce an initial SEN Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing will be used in order to make sure that no pupil is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the pupils, the information will be updated and this will then form the working SEN Register.

For students who are leaving UTC Reading, we will make the student's file available to the new academic institution, including all standard school information and any SEN-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENCO.

21. 13. The Local Authority's local offer

At UTC Reading, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with five different local authorities, each of which service a different area and provide different services, known as the local offer.

In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we deal with are linked below.

22. Reading Borough Council

http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3

23. Wokingham District Council

http://info.wokingham.gov.uk/kb5/wokingham/info/families.page?familieschannel=300

24. West Berkshire District Council

http://fis.westberks.gov.uk/kb5/westberkshire/fsd/family.page?familychannel=4

25. Bracknell Forest

http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6

26. Slough Borough Council

http://servicesguide.slough.gov.uk/kb5/slough/services/localoffer.page

Windsor and Maidenhead Borough Council

http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page

These links are correct as of January 2016.