



# **SEN Information Report 2016/17**

**Information regarding SEND support at UTC Cambridge**

SENDCo – D Poyser

## Table of Contents

1	Educational Needs Provided for by the School	3
2	The assessment and identification of pupils with SEN	3
3	Information on meeting the needs of pupils	4
3a	Self-Evaluation of Effectiveness	4
3b	Assessing and Reviewing Progress	4
3c	Approach to Teaching Pupils with SEN	4
3d	Adaptations to improve access for SEN	5
3e	Additional Support	5
3f	Enrichment	5
4	Name and contact details of the SEND Co-ordinator (SENDCo)	6
5	The expertise and training of staff in regards to student SEN	7
6	Equipment and Facilities available for SEN Provision	7
7	Arrangements for Consulting with Parents and Guardians	7
8	Arrangements for Consulting with Young People	7
9	Complaints Procedure regarding SEN Provision at the School	7
10	Relationships with External Bodies	8
11	Contact details of support services	8
12	Transferring between Schools	8
13	The Local Authority's local offer	8

Under the Special educational needs and disability code of practice: 0 to 25 years (2015)<sup>[1]</sup> UTC Cambridge is legally required to publish the following information.

## **1. Educational Needs Provided for by the School**

University Technical College Cambridge is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of the school, irrespective of ability, race, gender or need and should be respected and valued as an individual.

UTC Cambridge defines Special Educational Needs (SEN) as described in Section 20 of the Children and Families Act 2014 as follows:

- a. A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - i. Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - ii. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

UTC Cambridge currently provides for a number of students with a range of difficulties. These fall into the categories of:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and / or physical

More specifically support is provided for students with:

- physical difficulties
- sensory impairments
- sensory processing difficulties.
- Speech, Language and Communication Difficulties,
- Autistic Spectrum Conditions

and

- Specific Learning Difficulties: Dyslexia and Dyspraxia.

## **2. The assessment and identification of pupils with SEN**

UTC Cambridge adopts 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 SEND Policy. Such interventions

are a means of helping UTC and parents / guardians match special educational provision to individual student needs.

### **3. Information on meeting the needs of pupils**

#### **a. Self-Evaluation of Effectiveness**

All students, including those with SEND, are assessed on a half-termly basis.. Teachers formally assess and review progress and attainment each half term which is communicated to parents/carers by personal contact from the subject teacher or via report that is sent home. Additionally, regular parents evenings are held, when there is an opportunity to discuss progress, attainment and future progression. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register also have regular reviews with their Keyworker and/or the SENDCo.

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

#### **b. Assessing and Reviewing Progress**

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 and intervention 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 SENDCo, 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 Cambridge, then the LA may provide extra resources.

#### **c. Approach to Teaching Pupils with SEN**

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about a student'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 students 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

Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case parents/carers would be informed.

Where required we apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

#### d. **Adaptations to improve access for SEN**

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs and abilities. This may include additional literacy or numeracy in place of another qualification.

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 lift to access all areas, wide corridors, disabled toilets, adjustable desks, and equipment to help with reading and writing.

#### e. **Additional Support**

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan and in agreement with parents. Learning Mentors are allocated, where resources allow, to support students in lessons and teaching staff liaise closely with them to ensure maximum effectiveness.

Students with Statements/EHCP's will have targets and strategies set by agreement with their LM, the SENDCo and from input from parents and tutors. 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.

We also have a pastoral team who support all pupils and address additional needs and issues, such as: developing social skills, supporting mental health and the prevention of, and dealing with, bullying.

#### f. **Enrichment**

A large range of academic and hobby/interest clubs are available at the UTC Cambridge as part of the Enrichment programme. They are open to all students, including students with SEND.

All students are encouraged to take part in extra activities at lunchtime.

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

#### **4. Name and contact details of the SEND Co-ordinator (SENDCo)**

The SENDCo and Senior Safeguarding Officer at UTC Cambridge is Duncan Poyser, who can be contacted at:

SEND@utccambridge.co.uk

The role of the SENDCo at UTC Cambridge is to:

- oversee the school's SEND Policy and its day to day implementation,
- inform members of staff on the needs of students, particularly any new students,
- co-ordinate provision for students with SEND,
- oversee the work of specialist support staff (Learning Mentors) in devising strategies and setting targets appropriate to the individual
- maintain the school's special needs register and oversees all records kept on all students with SEND ensuring that they are up-to-date and accurate,
- advise teachers on how students might meet planned learning objectives, including liaising about the outcomes of Education, Health and Care Plans and individual plans for support,
- ensuring that all staff are given, understand and know how to use information regarding specific SEN students including behavioural management,
- assist in the monitoring and evaluation of progress of students with SEND through the use of UTC assessment information,
- liaise closely with parents of students with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process,
- play a part in further assessment of students' special educational needs and oversees the progress of such students, including co-ordinating Annual Reviews of Statements of Educational Needs, Transition Reviews from Statement of Educational needs to Education, Health and Care Plan and Annual Reviews of Education, Health and Care Plans,
- liaise with those within and outside the school who have responsibility for child protection, attendance and family support issues,
- liaise with the SENDCos in feeder schools to ensure smooth transition,
- liaise with outside agencies to gain advice and support for students with SEND,
- work closely with the parents/carers of students with SEND,
- contribute to the training of staff and governors.

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

We have a Learning Support department (SEND Team) which is made up of the SENDCO, and two Learning Mentors. Within this team we have staff who have a range of experience and training covering various SEN needs and the SENDCO has the National Senco qualification.

Training is provided to all staff, including teachers and LMs, 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 required.

## **6. Equipment and Facilities available for SEN Provision**

UTC Cambridge can access a range of services from within the local area. These services are contacted when necessary and appropriate, according to the student's needs.

## **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 their tutor and keyworker/LM and this is further fed back to the Parents/Guardians for their comment.

Parents and carers are welcome to contact the SENDCO if they wish to discuss any issues regarding the student.

## **8. Arrangements for Consulting with Young People**

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and the support provided.

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.

## **9. Complaints Procedure regarding SEN Provision at the School**

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact the SENDCO, who will ensure a response is received within 3 days.

If parents are not satisfied with the outcome of such discussions then they should pursue the UTC complaints procedure as detailed in the policy located on the UTC Cambridge website.

## **10. Relationships with External Bodies**

The local authorities associated with UTC Cambridge are listed in section 13.

## **11. Contact details of support services**

For learning support queries please contact the SENDCo – Duncan Poyser:  
[SEND@utccambridge.co.uk](mailto:SEND@utccambridge.co.uk)

For queries regarding exam access arrangements, please contact the SENDCo or alternatively the exams officer - Mrs Danielle Pacey, [DPacey@utccambridge.co.uk](mailto:DPacey@utccambridge.co.uk)

## **12 Transferring between Schools**

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

After joining UTC Cambridge, 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. As we get to know the pupils, the information will be updated and this will then form the final SEN Register.

For students who are leaving UTC Cambridge, 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.

## **13. The Local Authority's local offer**

We currently work with two 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 students and their families, 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.



## **Cambridgeshire County Council**

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

## **Essex Council**

<http://www.essexlocaloffer.org.uk/content/essex-local-offer>

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[1]:[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)