

UTC Swindon: SEND Parent Information

UTC Swindon prides itself in being a fully inclusive college, where students with Special Educational Needs and Disabilities are encouraged to reach their full potential and succeed in all areas of UTC life.

For the purposes of this report the abbreviation of SEND will be used for Special Educational Needs and Disabilities.

What is a special educational need?

The following definition is a good starting point.

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’ Children and Families Act 2014

Some students find it harder to learn than other young people of the same age, even when the curriculum is differentiated for all abilities. To overcome these barriers, small adjustments can be made to teaching methods, support and resources.

UTC Swindon currently provides for students with a number of difficulties which can fall under the four main categories of:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and interaction
- Sensory/or physical

(for more details see SEN policy)

How does UTC Swindon identify and assess students with SEN?

Identification

- Some students with SEND will have been identified prior to transition from communication with their former placements. This may be from verbal communication or through written documentation in student files.
- This information may include data from KS2, KS3 and KS4 to ensure that needs are identified.
- All students take YELLIS tests on their Induction days, which provide information relating to general ability and act as predictors for GCSE results. These tests serve as useful indicators of SEND.
- Students are also asked to complete questionnaires which asks them to self-evaluate their areas of strength and weaknesses.
- Year 10 students participate in reading and spelling screening tests, which will indicate if literacy is likely to be an area of need for certain students.

- As a result of these tests, certain students will be assessed further and parents contacted.
- Sometimes subject staff will identify students who feel may warrant further investigation.
- Testing for exam Access Arrangements will also be implemented, usually in Terms 1 and 2. Both parents and students receive written confirmation of the arrangement that has been allocated.
- Student progress is continually monitored by subject teachers.
- Progress is reviewed formally three times each year in line with the Academic Monitoring meetings. The results of internal assessments are available on these occasions. The subject teacher continually assesses each student and notes the areas where they are improving and where further support is required.
- Results of GCSEs, AS and A Levels are published nationally in line with government requirements.
- Children who are at the stage SEN or Statement on the code of practice will have an IEP or a Student Profile, which will be reviewed regularly.
- The progress of students with a statement or an EHC Plan will be formally reviewed at an Annual Review meeting which is attended by all adults involved with the child's education.
- The SENCO will also check that your child is making expected progress commensurate with ability.

Who should I contact at UTC about my child's Additional Educational Needs?

There are a variety of staff who will be able to assist.

- Directors of Curriculum for Key Stage 4 and 5
- Subject teachers.
- SENCo
- Student Support Manager

Our SENCO oversees all support and progress of any child requiring additional support across the school.

The Role of the SENCo: Heather Blandford

The SENCo is responsible for coordinating all the provision for students with SEN and ensuring that all students at UTC get a consistently high quality of support.

The role of the SENCo also includes:

- Overseeing the work of the Inclusion team at the college and ensuring that appropriate and targeted support is provided for students with SEND.
- Managing the Inclusion team.

- Liaising with outside agencies who may come into college to provide specialist support (see later section for more details)
- Managing the SEN register and ensuring that subject staff are aware of student needs.
- Writing IEPs for students with either a statement or an Education and Health Care Plan.
- Writing Student profiles for other students with SEND which will be reviewed with parents through a variety of means such as Team Around the Child meetings, Pastoral Support Plan meetings or at Academic Review events.
- Providing training for both the Inclusion team and subject staff to ensure they are knowledgeable about the different types of SEND and current practices for supporting these needs.

This is by no means an exhaustive list but covers the essentials of the role.

Subject Staff

- At UTC Swindon, it is emphasised that all teachers are teachers of SEN and subject staff have the highest expectations for the progress of all of their students.
- The first level of support for your child is 'Quality First' teaching which can be defined as excellent, targeted classroom practice.
- This will involve the delivery of differentiated lessons which mean that every student is able to access the curriculum at their level.
- Teaching will be delivered in a variety of styles to ensure that all students are fully involved in the learning.
- All teachers are responsible and accountable for the progress of their students, including those who experience some barriers to their learning,
- High quality teaching with differentiation is the first step in responding to students who have, or may have SEN.

The Principal: Angela Barker-Dench

The Principal is responsible for:

- Overseeing the daily management of the college, which includes the needs of students with SEND.
- The principal delegates the day to day management of SEND to the SENCo and subject teachers, but still retains overall responsibility.
- The principal is also responsible for keeping the SEN governor informed about the current provision for students with SEND

The SEN Governor: Paul Holmes

The SEN Governor is responsible for ensuring that UTC Swindon's SEN policy is implemented and reviewed annually.

What different types of support are available for students with SEND at UTC Swindon?

In the new Code of Practice which was published in 2014, all schools and colleges are required to provide a 'graduated response' to students with SEND.

Therefore, the first level of support comes from Quality First Teaching, which is referred to as Wave One

Wave One – Quality First Teaching

For all students this would involve:

- All teachers having the highest expectations for all students to achieve their full potential.
- Lessons being differentiated to enable all students access to the curriculum.
- All teaching will reflect and make provision for different learning styles.
- The introduction of specific strategies that may have been suggested by either the SENCo, Teaching Assistant or Learning Mentor. These strategies may involve explaining a learning point to a student using modified language or providing writing frames for longer pieces of extended text.
- Checking the progress of your child and plugging any gaps in learning or understanding with some extra intervention.

Small Group Intervention

Sometimes it is necessary to provide support outside the classroom.

- This may involve small group work or occasionally one to one support.
- These groups are usually led by a Learning Mentor, Teaching Assistant or by the SENCo
- Often small group intervention may be introduced on a short-term basis, maybe to offer guidance with assignment writing or to help with exam techniques and study skills. These groups are usually led by our Learning Mentors.
- There may be a requirement for some longer term numeracy or literacy intervention. These groups will be reviewed on a regular basis and the progress of students assessed.

Wave Two –Specialist Intervention

- This means that your son or daughter have been identified by the subject teacher/SENCO as needing some extra specialist support from a professional outside the school. This may be from:
- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need);

- Outside agencies such as the Speech and Language Therapy (SALT) Service (SALT), Educational Psychology, TAMHs (Targeted Mental Health Services), Community Paediatrician and the Physical Advisory team;
- For parents and students this would mean:
- Students will have been identified by the subject teacher or SENCO's (or parents will have raised their worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- Parents will be asked to attend a meeting to discuss the student's progress and help plan possible ways forward.
- Parents will be asked to give permission for the school to refer students to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents to gain a fuller understanding of the student's particular needs and be more able to support them in college.
- The specialist professional will work with the student to firstly assess their needs and make recommendations, which may include:
 - One to one intervention work with a specialist, such as weekly sessions with the college's TAHMS worker, or consultation with a Speech and Language therapist.
 - Making changes to the way the student is supported in class e.g. some individual support or changing some aspects of teaching to support them better. For example, the Borough's Hearing Advisor may suggest teaching strategies for the classroom to improve a student's learning experience.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - Some specific training for college staff.

Wave Three - Specified Individual Support

- This type of support is available for those students whose learning needs are 'severe, complex and lifelong'
- This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). All statements will be converted to EHC Plans by 2017.
- This means that a students will have been identified by the subject teacher, Director of Curriculum, SENCO and Inclusion team as needing a higher level of individual or small group teaching which cannot be provided from the budget available to the school.
- At this stage, an Early Help Record will be completed if this is not already in place.

- Students may also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or outside agencies such as the Speech and Language Therapy (SALT) Service and the Educational Psychology Service.

How this process works.

- The college (or parent) can request that the Local Authority carry out a statutory assessment of the student's needs. This is a legal process, which sets out the support that will be provided for your child.
- Having gained parental permission, UTC Swindon will send the request to the Local Authority, who will decide whether they think your son or daughter's needs are complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the student to write a report outlining your child's needs.
- If they do not think the student needs this, they will ask the college to continue with the support at the category of SEN.
- After reports have been sent, the Local Authority will decide if the student's needs are severe, complex and lifelong. If this is the case, they will write an EHC Plan. The EHC Plan will outline how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the student.
- An additional adult may be used to support the student with whole class learning, run individual programmes or run small groups including the student.
- An Annual Review meeting will be held each year to review progress made over the year and to set fresh outcomes. Both parents and students make their own contribution to the meeting to ensure their voice is heard.
- Progress will also be reviewed through the college's normal review cycle.

How can I let the college know if I have concerns about my son or daughter's progress?

Our aim is to ensure that parents:

- Have input into supporting their child's learning.
- Are kept informed about the support their child is receiving.
- Are involved in reviewing the success of the provision and general support.
- At UTC Swindon, a close working relation with parents is highly valued and encouraged.
- We aim to keep communication channels open and communicate regularly, especially if the student has complex needs.

The best ways to contact the college are:

- Initially you may want to contact the student's subject teacher if your concerns are specific to that subject area.
- Making contact with the SENCo and arrange a meeting or set time aside for a telephone conversation.
- Make contact with the appropriate Director of Curriculum.

- Make contact with the Student Support Manager if your concerns are of a pastoral nature.
- Some parents prefer to use email as a means of communication. We will use whatever way is the most accessible to the parent in question.
- Meetings can be arranged with who is the most appropriate member of staff to alleviate your concerns or to offer advice and further support.

How will the college inform parents if there are concerns about a student's learning?

This process works in a similar way.

- If a concern has been raised, parents will be contacted and invited into college to discuss the way forward and how the college plans to meet the learning or emotional needs of the student.
- Often these concerns may be raised through Academic Review meetings.

How does UTC Swindon support students with Emotional or Social needs?

UTC Swindon pastoral responsibilities are taken very seriously. UTC's Student Support Manager plays a vital role in providing a 'listening ear' and maybe suggest some strategies to deal with specific situations. Sometimes it may be necessary to refer students to TaHMS, where they will be assessed by a clinical practitioner.

How is extra support allocated as students move through the college?

- The school budget, received from Swindon Borough Council, includes funds for supporting children with SEND. UTC Swindon ensures that all children who have SEND have their needs with the funds available.
- We have a team of teaching assistants who are funded from the SEN budget and support some students in class, in the workshop or through small group sessions. The budget is allocated on a needs basis so that the students who have the most complex needs are given the most support.
- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with governors, on the basis of needs in the school.
- The Principal and the SENCO meet regularly to assess the progress of students and the level of support they are receiving discuss

Who else provides services to students with SEND at UTC Swindon?

Directly funded by the school:

- SENCO
- Teaching Assistants
- Learning Mentors

From the Local Authority the college has access to the following:

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs

- Dyslexia Advisory Team
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School nurse
- Occupational therapy
- Physical Advisory Team
- Educational Psychology service (core service for Statemented/EHC Plan students)

Traded Services

- TaHMS
- School Nursing Services (in addition to core)
- Educational Psychology Service (assessment of SEND students)

How are staff trained to work with students with SEND?

UTC Swindon ensures that:

- Through the induction programme, all staff will receive a comprehensive introduction to working at the college and SEND training is part of this training.
- The SENCo is an educational professional who has a further SEN qualification in addition to qualified teacher status.
- The SENCo is qualified to assess students for learning difficulties and also carries out the testing and applications for exam Access Arrangements.
- A range of training opportunities are made available to support staff throughout the year which are delivered by outside agencies. Training is then shared amongst college staff.

How does UTC Swindon adapt its curriculum and learning environment for students with SEND?

- Class/subject teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all students' needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of the student where necessary.
- Additional learning materials are sometimes introduced such as writing frames, coloured overlays, emotional literacy resources

The curriculum at UTC is clearly more specialised than in other educational placements as the main focus is Engineering. Many of the students prefer to work in an applied learning environment and the college makes every effort to be inclusive in its approach. Occasionally, it might be necessary to carry out a risk assessment in the workshop for a student with a medical condition. The college aims to be inclusive but occasionally this has to be balanced with the safety of the student and their peers.

- The building complies with statutory building regulations for disabled access as described in the Disability Act 1995. There are lifts to both floors and disabled toilets.

What support does UTC Swindon provide for parents of students with SEND?

- Parents are welcome to make appointments to meet with subject teachers, the SENCo, Student Support Manager and the Directors of Curriculum.
- SENDIASS (Parent Partnership) is available for Parents who feel they have need for further support or advice. They can be reached at: 01793 466515
fjames@swindon.gov.uk
- The Early Help Record leading to Team Around the Child meetings is a multi-agency approach which is used to support students and their families who are facing challenges.
- The college's Student Support Manager can also provide advice and signpost parents to the agencies which might best meet their needs.

How does the college support students with SEND and their families when they join or leave the college?

It is vitally important that students with SEND have a seamless transition to their new placement.

For students joining this is implemented by:

- Induction days are provided for new students hoping to join the college towards the end of Term 6. These days provide an experience of a typical working day at college so that students are able to make an informed decision about their future at UTC.
- UTC liaises with feeder schools or colleges prior to transition to gain information regarding the challenges likely to face a student with SEND.
- Further investigation may take place post transition.
- Information will be circulated to staff informing them of the learner's needs and strategies that might help with learning.

For students leaving

- The SENCo will contact the person responsible for Inclusion at the new school or college and arrange a meeting between student and parent etc.
- Arrange transition visit
- Assessment information will be shared and any relevant SEN documents will be shared and files passed on.

What is the complaints procedure regarding SEN provision at the college?

- Any complaint should be made through the Complaints procedure as outlined on the school website.

How do I access further information about the Borough's local offer for SEND?

- This can be located on Swindon Borough's website
<http://children.mycaremysupport.co.uk/>
- The Department for Children Schools and Families (DCSF) produce a guide for parents. It includes further information and includes guidance on assessments and EHC Plans. If you would like a copy of the guide please click on the link below.
<https://www.gov.uk/government/publications/send-code-of-practice-0-25>
- Another publication is entitled 'Special Educational Needs and Disability: a guide for parents and carers. This explains the recent changes to SEND support.

Click on the link below

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

If you need help in accessing any of these publications or need further advice please contact the SENCo through reception at UTC Swindon: 01793 207920 or email: hblandford@utcswindon.co.uk

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