

SEN/D Information Report

**Information regarding Special Educational Needs and
Disabilities at Bucks UTC**

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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 and relates to the SEND Code of Practice (May 2015).

1. Definition and type of SEND Provision provided for by Bucks UTC

Bucks UTC defines Special Educational Needs as **any** pupil 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 has a disability that prevents or hinders them from making use of our educational facilities. At Bucks UTC we strive to support **all** pupils to enable them to achieve their full potential.

Our Special Educational Needs Policy can be found here: www.buckinghamshireutc.co.uk/policies

Bucks UTC currently provides for a number of students with a diverse range of difficulties in line with the SEND Code of practice (May 2015). These 4 broad areas include:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Also included across one or more of these categories is moderate/severe/profound and multiple difficulties

Bucks UTC promote inclusive learning for all pupils including pupils with special educational needs and disability (SEND). The SEN provision at Bucks UTC operates in line with national guidance.

2. Identifying and assessing pupils with SEND

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 pupil and their parents. 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. Pupils are identified as requiring additional support from the following:

- Pre-interviews are conducted where the SENCO assesses and identifies SEND needs with pupil & parent/guardian prior to joining the UTC
- Parent/young person's concerns
- Information from feeder schools
- Analyses of K2 and baseline results
- Standardised assessments in Science, Math and English

We will assess pupil'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 pupils 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
- Widens the attainment gap

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

Slow progress and low attainment will **not** automatically mean a pupil is recorded as having SEND.

Bucks UTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UTC resources, before bringing in specialist expertise to bear on difficulties that a pupil experiences. The graduated approach consists of a four part cycle: **assess, plan, do and review**. When a pupil is identified as having special educational needs, the UTC will intervene as described in the SEND Policy. Such interventions are a means of assisting the UTC and helping parents/guardians match special educational needs provision to individual needs.

The principles and processes of the *graduated approach* is found here: www.bucksfamilyinfo.org

3. Information on meeting the needs of pupils

3a. Self-Evaluation of Effectiveness

How Bucks UTC evaluate the effectiveness of its provision for pupils with SEN;

All pupils, including those with SEND are assessed on a regular basis, in accordance with Bucks UTC's Assessment and Reporting Policy. Teachers formally assess and review progress and attainment each half term and is communicated to parents/guardians by report which is sent home. In addition, regular parent consultation evenings are held each year, where there is an opportunity to discuss progress, attainment and next steps. In between these consultation evenings; parents are able to contact tutors and meet with them, the SENCO as appropriate. All pupils with an Educational, Health & Care Plan (EHCP) have an Annual Review. Pupils with SEND who are on the SEND register will also have regular reviews each half term to review their progress with an LDA.

We monitor the provision by consulting the pupil and parent/guardian where SEN support plans are used to show how support is targeted and the effectiveness of the interventions. These are overseen by the SENCO and are reviewed regularly. Additionally, termly data and information from subject teachers, and most importantly the pupil is used to assess the effectiveness of the provision and progress of pupils with SEND.

Bucks UTC has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all pupils, 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 from learning walks, teaching observations and scrutiny of work. Additionally, progress and attainment data for pupils is analysed for effectiveness and value for money.

The Assessment & Reporting Policy can be found here: www.buckinghamshireutc.co.uk/policies

3b. Assessing and Reviewing Pupil's Progress

Arrangements for assessing and reviewing the progress of pupils with special educational needs;

We will follow the graduated approach; of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The subject teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers assessments where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents/guardians
- The pupil's own views
- Advice from external support services

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

Where a pupil is not found to make progress; despite delivering high quality teaching, the SENCO, teacher and parent should assess whether the child has special educational needs whilst gathering evidence. A child/young person is considered to have SEND if they fit into one or more of the four broad areas of need which is listed in section 1. Where a pupil is identified as having SEND, the UTC will take action to remove barriers to learning and put effective SEN provision in place. This support takes the form of the mentioned graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil, in making good progress and securing good outcomes.

In a very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority (LA) for an EHCP. This will decide the nature of the provision necessary to meet the pupil's SEND. If this cannot reasonably be met by Bucks UTC, then the LA may provide extra resources.

3c. Approach to Teaching Pupils with SEND

Approach to teaching pupils with special educational needs and disability;

Teachers are responsible and accountable for the progress and development of **all** pupils in their class. High quality teaching is our first step in responding to pupils who have SEND.

Bucks UTC promote an inclusive learning environment to include children/young people with SEND both inside the classroom and out of class, as well as during extracurricular activities and trips. Our teachers have high expectations of all our pupils, including those with SEND. All teachers will be informed about your child's/young person's individual needs and will adapt their lessons to meet these requirements. Teaching staff are provided with guidance and strategies to use in the classroom environment. This may involve using different strategies, more practical/adaptation of resources and activities. This ensures your child can access the curriculum fully.

Our staff have experience and/or are fully trained in these techniques, as well as receiving ongoing training relating to SEND and the support of senior colleagues and the leadership team.

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

We will provide the following interventions:

- In class support
- Out of class small group support
- 1:1 support
- Literacy and numeracy specialist interventions
- Assignment support workshops

Emotional and social development is supported through various avenues, including the Form Tutor, peer mentoring, subject teachers, SENCO and learning support staff. Additionally, we use a variety of external support such as Educational Psychologists, Language Specialists, SALT and the support of CAMHS, Bucks youth services to further support pupils and UTC where necessary. The UTC also works closely with the Bucks County school nurse.

Where appropriate, we will assess and apply for exam Access Arrangements as according to the Joint Council for Qualifications exam regulations.

3d. Adaptations and adjustments to improve access for pupils with SEND

Adapting the curriculum & Learning environment for pupils with special educational needs;

Our pupils generally follow the traditional curriculum, however a small number of learners may have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices, additional literacy, mentoring, personalised timetable, small intervention groups and a different number of qualifications studied.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Bucks UTC is a safe and accessible building which complies with the Disability Discrimination Act (1995) 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 pupils with SEND throughout our building including a lift to access all floors, disabled toilets, ramps, wide corridors, equipment and aids to help with reading and writing. Disabled parking bays are nearest to the main reception to provide easier access for pupils and parents/guardians. Personal Emergency Evacuation Plans (PEEPS) are in place for pupils with a physical disability to identify exit routes and a plan in the event of a fire.

The Bucks UTC Accessibility Policy can be found here: www.buckinghamshireutc.co.uk/policies

3e. Additional activities available to pupils with SEND

Ensuring there are no barriers to pupils with SEND in addition to those available in accordance with the curriculum

A range of academic, hobbies/interest clubs and enrichment activities are available at Bucks UTC as part of the curriculum during break and lunchtime. They are open to **all** pupils, including pupils with SEND. Day and residential trips are open to all children/young people and your child's specific needs can be discussed if they wish to join such a trip. The UTC has its own well equipped gym and gives opportunity to all pupils including those with SEND to use the facilities during sports lessons, break times and after college time.

In addition, the UTC actively encourages all pupils including pupils with SEND to participate in community projects which enables them to develop life skills in preparation for employment and/or work placements. We also run coursework/revision sessions for all pupils as and when required. Pupils with SEND are also encouraged to complete coursework/HW tasks at the end of the day in the Learning Resource Centre where additional support is available.

- All pupils with SEND are encouraged to go on our organised residential, day trip(s) to

- All pupils with SEND are encouraged to take part in sports, organised employer days, special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability

3f. Available Additional Support

Additional support for learning that is available to pupils with special educational needs;

Our Learning Development Assistants (LDA's) staff are equipped with a wide range of expertise, and experience to support all pupils and address additional needs they may have; including pupils with SEND. Resources are allocated based on evidence of need and effectiveness. Pupils with an EHCP have resources allocated as outlined in their plan and in agreement with parents. The LDA's are allocated, where resources allow, to support pupils in lessons and also out of class in small groups. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting pupils directly and indirectly, assisting staff and helping parents/guardians.

The SEND team also liaise and work with a range of specialists and agencies to provide support for pupils with SEND:

- CAMHS
- Specialist teaching Service
- Speech and Language Specialists
- ASD Specialists
- OT and Physio Therapy Team

Pupils with EHCP's will have targets and outcomes set by agreement as part their EHCP and also short term with their LDA as well as input from input from parents and tutors. Annual reviews involving the pupil, parents/guardians, subject staff and other professionals evaluate those targets and outcomes. The decision is based on evidence of need and impact.

3g. Supporting the Emotional and Social Development of Pupils with SEND

Support that is available for improving the emotional and social development of pupils with special educational needs.

At Bucks UTC we take great pride in our pastoral care. One way we support our pupils is by assigning them to a Form 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 pupils as they work together on whole-school projects.

There are additional members of staff who are also able to provide pastoral support, including: Assistant Principals and Support Staff. We also have excellent relationships with a number of external agencies for example the Outreach service at Aspire, Adviza, counselling services, CAMHS, RU-Safe, time to talk, Bucks youth services, Terrence Higgins Trust and School Nurse. The UTC also offer a structured peer mentoring service where pupils with SEND have access to a peer/staff of trust they can go to and confide in. Additionally, we have specialist employers who work with pupils to develop their social skills and professional guest speakers who run sessions on teambuilding skills and managing anxiety. The UTC approach in supporting pupils to improve their emotional and social development includes:

- Encouraging pupils with SEND to be part of the school Council
- Pupils with SEND are encouraged to participate and attend employer project days to promote teamwork and building social skills
- Encourage post 16 pupils with SEND to participate in the MIND mentoring programme to develop their communication and interpersonal skills
- We have a zero tolerance approach to bullying

4. Arrangements for consulting with Parents/Guardians of pupils with SEND

We will have an early consultation/discussion with both the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child/young person
- Everyone is clear on what the next steps are

Notes of these early consultation/discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. There are a number of arrangements made as part of the consultation process. These include:

- If parents/guardians have a concern about a specific subject they should contact the subject teacher in the first instance.
- If the concern is pastoral then the head of learning support and/or the SENCO should be contacted.
- Specific concerns which relates to the pupils special educational needs or disability should be raised with the Head of learning Support and/or SENCO Assistant
- Each pupil who has been identified as having special needs, where applicable will have either a learning support plan or SEN plan that is written in conjunction with the pupil and their parent/guardian
- Parent consultation meetings are held least once yearly for each year group where parents/guardians can meet with subject teachers and the SENCO Assistant and/or Head of Learning Support
- Assessment data is sent out on a termly basis and will inform parents/guardians of their child's/young person's progress

5. Arrangements for consulting with Children/Young people

As part of the regular review procedure, pupils on the SEND register will regularly feedback on their own progress to an LDA and how they feel their support is proceeding. This is further fed back to the Parents/Guardians for their comment. Those pupils with an EHCP will submit their views in writing as part of their annual review as well as attend the review itself. Pupils actively contribute in setting their own targets and outcomes, in discussion with LDA's and their form tutors; this is an important part of the EHCP for SEND.

We also welcome opportunities to work with parents/guardians and, should any parent/guardian wish to discuss any issues regarding the pupil, they are welcome to contact the Assistant SENCO or/and Head of Learning Support.

6. Equipment and Facilities Available for SEND Provision

As a learning establishment, we can access a range of services from within the local area. 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 parent consultation evening or review evening.

7. Training and expertise of staff in relation to pupils with SEND

We have a Learning Support department which is made up of:

- Head of learning Support (Lead SENCO)
- Assistant SENCO
- Two Senior Learning Development Assistants

The SENCO has Qualified Teacher Status and holds the National Award for SEN-Co-ordination qualification.

Within this team we have staff who have a diverse range of experience and training covering various SEN needs. Training is provided to all staff, including teachers and LDA'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 updates on SEND and Safeguarding.

Specialist training is accessed through the specialist Teaching Service and also the Educational Psychology Service. Individual staff receive yearly CPD training on how to support pupils with individual needs from SEND specialists or external training courses. We also receive regular training from our link school nurse on epilepsy, diabetes and EPI pens. We can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

8. Relationships with External Bodies/Services

Bucks UTC's governing body involve external agencies (including Health and Social Care, Bucks County Council Services) to meet the needs of pupils with SEND and their families by using the following external agencies:

- Specialist Teaching Service to support teaching staff and those pupils with ASD, visual/hearing impairments, physical disabilities, speech and language
- Child protection services
- Education Psychology service
- CAMHS (Children's adolescent Mental Health Service)
- School Nurse
- Social Care
- PREVENT
- Adviza
- Aspire PRU Units
- Bucks County Council Exclusion & Reintegration Team
- Speech and Language Team
- Language Specialists
- ASD Specialists
- Counsellors
- Education Welfare
- Bucks County Council SEND Team
- Terrence Higgins Trust
- RU-Safe
- Family Resilience Team
- First Response Team
- Bucks Youth Link Workers

The local authorities are listed in section 13.

9. 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 Head of Learning Support (SENCO).

The SEN Co-ordinator (SENCO) for Bucks UTC is:

Sonia Hothi, shothi@buckinghamshireutc.co.uk

Neil Stoker, Assistant SENCO nstoker@buckinghamshireutc.co.uk

The SENCO is responsible for:

- Determining and overseeing the strategic development of the SEN/D policy and provision at the UTC with the aim of raising the achievement of pupils with SEN/D
- Collaborating with SENDCO's 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 pupils with SEND
- Co-ordinating provision for SEND pupils
- Managing the SEND team on a daily basis
- Liaising with parents/guardians of SEND pupils in co-operation with form and subject tutors, learning support assistants and other professional
- Liaising with external agencies including the LA officer with responsibility for SEND and other professional bodies as appropriate.

For queries regarding safeguarding, please feel free to contact: Sarah Valentine, svalentine@buckinghamshireutc.co.uk or Sonia Hothi, shothi@buckinghamshireutc.co.uk

10. Contact details of support services

Bucks UTC communicates all information regarding support to pupils with SEND and their parents/guardians via:

- The UTC website
- 1:1 discussions
- Annual reviews
- Progress reviews
- The Local Offer

For learning support queries, the lead contact persons are:

Sonia Hothi, Head of Learning Support shothi@buckinghamshireutc.co.uk

For queries regarding exam access arrangements, please contact the SENCO or alternatively the Exam Officer, Jeanette Merritt, jmerritt@buckinghamshireutc.co.uk.

For any finance enquiries, please contact the Business Support Administrator, Nishara Weragoda, nnishara@buckinghamshireutc.co.uk

11. Pupils with SEND transferring between Schools or other provisions

Information regarding procedures and time scales for pupils wishing to join Bucks UTC are covered by the Bucks UTC Admissions Policy. If a pupil 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 prospective parents are always encouraged to attend. We also encourage prospective pupils and parents to visit the UTC and meet for a pre-interview with the Head of Learning Support/SENCO to discuss needs of support in detail. Where a pupil has an EHCP, it is common practice to assess the prospective pupil at their current school to ensure the UTC can meet their needs.

After joining Bucks UTC, information from the application form is processed to produce an initial SEND Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing will be used to ensure 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 form the final SEND Register.



For pupils who are leaving Bucks UTC, we will ensure the pupil's file is made available to the new academic institution, including all standard school information and any SEN/D related information

where applicable and available.

The Bucks UTC Admissions Policy can be found here: www.buckinghamshireutc.co.uk/policies

12. Complaints procedure regarding SEND at the UTC

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 Bucks UTC Complaints Policy and Procedure.

This can be found here: www.buckinghamshireutc.co.uk/policies

13. The Local Authority's local offer

At Bucks UTC, we are privileged to have pupils joining us from a large catchment area. We do occasionally work with adjoining 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, please contact Buckinghamshire County Council which is published below.

The link to Bucks local offer is below; along with links to other local authorities:

Buckinghamshire County Council
www.bucksfamilyinfo.org/localoffer

Hertfordshire County Council
www.hertfordshire.gov.uk/microsites/local-offer
Central Bedfordshire County Council
www.centralbedfordshire.gov.uk/learning/local-offer

Milton Keynes County Council
www.milton-keynes.gov.uk

14. Monitoring Arrangements

This information report will be reviewed by The UTC SENCO, Sonia Hothi every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

15. Links with other policies and documents

All policies and documents relating to this report can be found at: www.buckinghamshireutc.co.uk