



## Special educational needs (SEN) information report

Establishment Name:	UTC Swindon
Report Compiled by:	Heather Blandford
Date completed:	8 <sup>th</sup> June 2020

This report details our arrangements for admitting and engaging with SEND learners. The report complies with [section 69 of the Children and Families Act 2014](#) and [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#), where appropriate. This report also complies with section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#). The report also provides information as to the plan prepared by the governing body or proprietor under [paragraph 3 of schedule 10 to the Equality Act 2010](#).

The information published is normally updated annually however any changes to the information occurring during the year will be updated as soon as possible.

### Name and contact details of the SEN co-ordinator and AEN Team

SENCO: Heather Blandford  
[hblandford@utcswindon.co.uk](mailto:hblandford@utcswindon.co.uk)

SEN Senior Leadership Team Link: Assistant Principal: Hollie Danby  
[hdanby@utcswindon.co.uk](mailto:hdanby@utcswindon.co.uk)

Learning Mentor (ELSA): Kay Hunt  
[khunt@utcswindon.co.uk](mailto:khunt@utcswindon.co.uk)

Learning Mentor: (ELSA) Teressa Gath  
[tgath@utcswindon.co.uk](mailto:tgath@utcswindon.co.uk)

Safeguarding Lead: Hollie Danby  
[hdanby@utcswindon.co.uk](mailto:hdanby@utcswindon.co.uk)

Safeguarding Deputy: Jon Oliver  
[joliver@utcswindon.co.uk](mailto:joliver@utcswindon.co.uk)

### The Role of the SEN Governor

The SEN Governor has responsibility for the strategic overview and the implementation of the SEND policy.

The day to day management of SEND at UTC Swindon is the responsibility of the Principal and the SENCo.

All governors will ensure that they are knowledgeable about current SEN policy and provision

## Role of the SENCo

- In collaboration with the Principal and Board of Governors, determine the strategic development of the SEND policy and provision at UTC with the ultimate aim of raising the achievement of students with SEND need.
- When appropriate, collaborating with SENCOs in local schools/colleges and the MAT, 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 SEND.
- Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance EHCPs and records for all SEND students.
- Overseeing the day-to-day operation of UTC's SEND Policy.
- Co-ordinating provision for SEND students.
- Managing the SEND team of Learning Mentors.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents / guardians of SEND students in co-operation with other appropriate staff.
- Contributing to the continuing development and training of UTC employees. 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.
- Making referrals to the relevant outside agencies such as the Community Paediatricians via the Neuro-Developmental Pathway.

## Dealing with complaints

- Any parent who feels there are shortcomings in any aspects of their child's education should, in the first instance, contact the Principal. If there are issues still to be resolved parents have the right to take matters to the Chair of the Governors.
- Complaints about any aspect of the life and work of the College are taken seriously, investigated thoroughly and every effort is made to achieve a satisfactory outcome. This includes complaints relating specifically to the education of students who experience difficulties in learning.
- A copy of the College complaints procedure can be obtained from the Executive Principal/ Principal
- Parents are also free to contact SENDIASS if they feel they require mediation on a particular matter. [sendiass@swindon.gov.uk](mailto:sendiass@swindon.gov.uk)

## The kinds of special educational needs for which provision is made at the school

Four broad descriptors cover the main area of Special Educational needs.

### 1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they;

- Experience difficulty communicating feelings or verbal cues

- Experience difficulty understanding what is being said to them
- Experience difficulty understanding or using social rules and cues of communication.

## 2. Cognition and Learning

Students will be considered to have difficulty with cognition and learning if they experience one or more of the following;

- General/Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

## 3. Social, emotional and mental health difficulties

Children and young people will be considered to experience social, emotional and mental health difficulties if they experience difficulty with healthy behaviours. These behaviours may include;

- Being withdrawn or isolated,
- Displaying challenging, disruptive or disturbing behaviour.

Furthermore, students will be considered to experience social, emotional and mental health difficulties if they are exhibiting (or are diagnosed by a professional) with behaviours which may relate to underlying mental health difficulties such as;

- Anxiety or depression,
- Self-harming,
- Substance misuse,
- Eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder
- Attention deficit hyperactive disorder
- Attachment disorder.

## Sensory and / or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Students will be considered to have a sensory or physical disability if they experience;

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

There may well be some students in college who may be underachieving, but will not necessarily have a special educational need. It is the responsibility of the college to identify this promptly and ensure that appropriate interventions are implemented.

There will be other students who will be identified as having a Special Educational Need which MAY lead to lower-attainment, but not necessarily to under-achievement. Again, it is the

college's responsibility to ensure that pupils with SEND are provided with the maximum opportunity to attain and achieve in line with their fellow students.

It is necessary to distinguish between 'under-achievement' which is often caused by a poor early learning experience and special educational needs. It is vital that these needs are accurately assessed and appropriate support put in place which addresses the fundamental causes of any learning difficulty.

Student's needs will need to be identified early and met as soon as is realistically possible.

UTC Swindon will use a variety of methods to determine if your child has a Special Educational Need including:

- Analysis of pupil data such as entry profiles from former secondary schools, reading and spelling ages and other whole-school pupil progress data.
- Data from classroom based assessments and monitoring. (Cycle of assess-plan-do-review)
- Tracking student progress over a period of time.
- Input from parents/carers
- Liaison with former schools/colleges
- Information from outside agencies
- A more detailed assessment including a range of appropriate and current testing material. It may be necessary to use a bilingual assessment where English is not the student's first language.
- The completion of an Early Help Record when there is a significant Special Educational or pastoral need.

Other factors as outlined below, do NOT constitute SEN, but may impact upon progress and attainment.

- Disability ( see Code of Practice: reasonable adjustments)
- Attendance and punctuality
- Health and Welfare
- EAL
- Receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of parent/carer in armed forces.

### A Graduated Approach to SEN Support

Where students are underachieving and/or identified as having Special Educational Needs, the college provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

## Wave One: Quality First Teaching

- 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.
- Quality First teaching can be defined as excellent, targeted classroom practice.
- Teaching will be delivered in a variety of formats 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 access support from teaching assistants or specialist staff.
- High quality teaching with differentiation is the first step in responding to students who have, or may have SEN. Additional intervention programmes cannot compensate for a lack of rigorous teaching.
- Specific strategies may have been suggested by the SENCo, Learning Mentors or outside agencies to support students' learning.
- Staff are expected to track the progress of all pupils and then liaise with the SEN team if there are concerns or gaps in learning. If this is the case, intervention will be implemented to ensure that learning is supported.

## Wave One: Specific One to One/Group Work

- Sometimes it is necessary to provide some more intensive teaching, outside the classroom. These small group sessions may be delivered by a Learning Mentor, or by the SENCo. Occasionally, subject teachers are asked to provide additional support on a short-term basis, if specialist knowledge is required to reinforce learning.
- These small group sessions will be reviewed on a regular basis to ensure that students make expected progress.

## Wave Two: Specialist groups run by outside agencies and/or individual support.

The Code of Practice (2014) places students at either SEN, or Education and Health and Care Plan.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum.

This may include input from Local Authority agencies such as:

- Sensory Service (for students with a hearing or visual need)
- ASD outreach team (Autistic Disorder service)
- School Nursing Service (for core needs such as Health Care Plans)

Outside agencies such as:

- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- TaMHS (Targeted Mental Health Service)
- Youth Engagement Service
- SMASH (mentoring programme)

Students will have been identified as needing additional input either from concerns raised by subject teachers, support staff, the SENCo, or by parents who have raised their concerns.

Parents will be invited to either attend a meeting or a telephone discussion can take place. Parents will always be consulted in order to gain their permission for their child to be referred to a specialist.

The specialist professional will work with students and make recommendations which may include.

- a) A group, overseen by school staff under the guidance of an outside professional (e.g. a social skills group)
- b) Making changes to the way students are supported within college, perhaps introducing some individualised support or making changes to teaching methods in mainstream classrooms.
- c) Suggestions for more focussed target setting.
- d) Group or individual work with an external professional

### Student Profiles/Pen Portraits

- This will include a short descriptor of their needs and strategies to support teaching.
- All students with an EHC Plan will require a Student Profile, which in addition to the above, will contain SMART targets/outcomes which will be reviewed on a termly basis, as detailed in the Assess - Plan- Do – Review cycle.
- Parents will be invited to Progress Plan meetings to review the progress towards the achievement of outcomes

### Wave Three – Statement of Special Educational Needs or Education Health Care Plan

- For a minority of students, their educational needs cannot be met within the college budget and therefore a request is made to the Borough for an EHC Plan.
- At this stage an Early Help Record will be implemented and outside agencies will be consulted for their advice and input. The Educational Psychology service will carry out an in depth assessment, offering advice, strategies and recommendations.
- UTC Swindon will send the request for an EHC Plan to the Borough who will then decide if they feel the student's needs are complex, severe and lifelong and warrant a statutory assessment. If the request is deemed appropriate, an EHC Plan will be written. If the request is declined, support will continue at the former level.

Pupils with an Education and Health Care Plan, will have access to all provision outlined above, but in addition to this will have an Annual review of their EHC Plan. They will also be in receipt of Additional Needs funding which may well be used to fund the support of an extra adult in the classroom or workshop. Parents, carers, the student and the college can have some input into a discussion as to how the funds are best allocated.

UTC Swindon follows all the procedures and time scales as outlined in the SEND regulations 2014.

## Monitoring and Assessment of Progress for Pupils with Additional Educational Needs.

The monitoring of learners who encounter barriers to their learning is carried out in the following ways.

- Through the college's generic processes for tracking the progress of all pupils.
- Through regular marking and assessments by the subject staff.
- Records of progress are distributed at Academic Review events, where parents are invited to meet with staff to review progress. The SENCo and AEN team are available to meet with parents at these events.
- Students are assessed at the start of Year 10, through reading and spelling screening tests using the GL Assessment Screener. These results will then inform the Student Information Lists that are circulated to staff.
- The SENCo will also monitor any additional or individual work that has been implemented.
- Classroom observation by SENCo or members of the AEN team.
- Tracking of SEN students on college assessment data, monitoring progress.
- Monitoring of attendance and behaviour records through Progresso and in liaison with college's attendance officer.
- At the end of Key Stage 4 and 5, all students are required to be formally assessed through external examinations. (GCSEs, A Levels and NCFE/Pearson qualifications) The government requires all schools and colleges to publish their results nationally.
- Students who have an EHC plan will have their targets reviewed at the above meetings and also through regular visits to lessons, to ensure that opportunities are provided for outcomes to be achieved. The SENCo, will also conduct regular conversations with subject staff to offer advice relating to the most appropriate strategies to employ with students.
- The progress of students with an EHC Plan is also reviewed through an Annual Review meeting and the paperwork then submitted to the Borough. The 'student voice' is heard through the pupil preparing a presentation concerning how they perceive their progress, as outlined by the prescribed headings in the Annual Review documentation. Parents are invited into college prior to the meeting so that they can add their contribution.
- Regular SENCo reports to Governors

### Managing the SEN register

- Students will be placed on the SEN register if they are receiving intervention 'in addition' to and 'above from' the mainstream curriculum.
- Registers are reviewed on a monthly basis.

The Local offer can be found on Swindon Borough's website, entitled [children.mycaremysupport.co.uk](http://children.mycaremysupport.co.uk)

The SENCO, on behalf of the Governing Body will enlist the assistance of local authority services as listed below.

- Educational Psychology Service (Principal Educational Psychologist: 01793 465030)
- Speech and Language Therapy Service (SALT): [SALT@swindon.gov.uk](mailto:SALT@swindon.gov.uk)
- Youth Engagement Service [YEW@swindon.gov.uk](mailto:YEW@swindon.gov.uk)
- SMASH (mentoring programme) [smashyouthproject.co.uk](http://smashyouthproject.co.uk)
- TaMHS: [tamhs@swindon.gov.uk](mailto:tamhs@swindon.gov.uk)
- SENDIASS [sendiass@swindon.gov.uk](mailto:sendiass@swindon.gov.uk)

- STEP ([swindonstep@aol.com](mailto:swindonstep@aol.com))
- ASD Advisory service ([ASCDadmin@swindon.gov.uk](mailto:ASCDadmin@swindon.gov.uk))
- Study Higher ([jess@studyhigher.co.uk](mailto:jess@studyhigher.co.uk))
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## Arrangements for the admission and transition of disabled pupils

### Effective Transition.

- When a student with SEND, elects to join UTC Swindon in Year 9 or Year 11, the SENCo will make contact with the AEN team from the sending placement and either request documentation or arrange a meeting with parents/carers and the relevant staff.
- If a student is in receipt of an EHCP the SENCo will make every effort to attend the Annual Review prior to the student transitioning.

### Support for Families/Carers

UTC Swindon aims to work in partnership with parents and the college does this by:

- All students and their parents/carers undergo an interview process and taster days are provided in Term 6. These days provide an opportunity for students to ascertain if UTC Swindon is the right placement for them.
- Working effectively with other agencies to provide support for both students and their families.
- Ensuring families feel welcome
- Encouraging parents/carers to inform the college if there are any circumstances that might be affecting their son/daughters performance at college.
- Keeping parents informed of their child's progress through review meetings and the normal monitoring cycle of the college.
- Pastoral support is overseen by one of the Assistant Principals in consultation with the SENCo.
- The Assistant Principal, SENCo, Attendance Officer and Learning Mentors meet on a weekly basis to monitor attendance, update the SEN register if necessary and to track student concerns.
- Students who are identified as having particular difficulties accessing the curriculum and may be at risk of permanent exclusion may require an Early Help Record. These plans are introduced alongside the input of teachers, support staff and sometimes outside agencies. UTC Swindon works closely with parents, carers and their families in a variety of ways:
- Students may need an Early Help Record for a variety of reasons such as illness, poor attendance, emotional and behavioural challenges and associated challenges to learning.
- The college recognises the importance of students feeling valued despite their difficulties.
- The ultimate aim of this process is to assist students successfully access the curriculum, helping them to identify the triggers and barriers to their learning.
- Regular review meetings are held, involving members of the AEN team and any outside agencies who might be involved with working with the student
- Parents are signposted to SENIASS for further support.
- Links to Borough local offer. [mycare.mysupport.co.uk](http://mycare.mysupport.co.uk)

## Supporting Students at college with medical needs.

- The college recognises that students at college with medical conditions should be supported so that they have full access to education, including trips and physical education.
- 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.
- Some students with medical conditions may be disabled and where this is the case the college will need to comply with its duties under the Equality Act 2010.
- Some students may also have a special educational need and may have an Education Health and Care Plan, which brings together health, education and social care needs.
- The college liaises with the School Nursing service and accesses their core service. Health Care Plans are written for students who take medication in college and for those who have a medical condition that necessitates regular administration at home. The SENCo will liaise with the designated school nurse about any concerns about students with medical needs.
- The School nurse holds regular drop-in sessions and certain students are referred where there are specific concerns.

## Preparation for Adulthood

Students receive support and guidance relating to their choices relating to employment, higher education and eventual independent living through the following methods.

- Guidance is provided for students who are hoping to either take up an apprenticeship or moving to a Higher Education placement. Some students with SEND are taken on supported visits to chosen future placements.
- Support is given with college applications and the writing of personal statements and CVs.
- All students are involved in the Pipeline project where local business partners engage with students either on site or at the relevant organisations offices etc. The timetable is collapsed for these days.
- For SEND students who are hoping to attend University, the college engages the services of Study Higher who assist with UCAS paperwork and mentoring.

Parents can contact staff through reception and a mutually convenient appointment arranged, or a telephone conversation scheduled.

## Steps taken to prevent disabled pupils from being treated less favourably than other pupils

UTC Swindon is an inclusive environment where all students are treated with respect and consideration. Support is available for those with social and emotional health needs through the following practice.

- UTC Swindon's two Learning Mentors are trained through the ELSA (Emotional, Literacy Support Assistants) programme. They offer students a safe space to talk through the issues that might be troubling them. Records are kept of each session and stored in a secure place.

- UTC Swindon also buy into TaMHS which is a traded service. A clinical practitioner visits the school each week and liaises with the Assistant Principal regarding students who may need support. If necessary, students are then re-directed to CAMHS.
- Issues surrounding Mental Health are also an area of focus on our Student Well-Being days.
- If a student's well-being is threatened due to a relationship with either a student or a member of staff, breaking down a Restorative Justice session will be implemented.
- Any issues of bullying are dealt with promptly by a member of the Senior Leadership Team and the relevant sanctions imposed. The bullying policy can be found on the UTC Swindon website.

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- Students are assessed at the start of Year 10, through reading and spelling screening tests using the GL Assessment Screener. These results will then inform the Student Information Lists that are circulated to staff.
- The SENCo will also monitor any additional or individual work that has been implemented.
- Classroom observation by SENCo or members of the AEN team.
- Tracking of SEN students on college assessment data, monitoring progress.
- Monitoring of attendance and behaviour records through Progresso and in liaison with college's attendance officer.
- At the end of Key Stage 4 and 5, all students are required to be formally assessed through external examinations. (GCSEs, A Levels, and BTEC qualifications) The government requires all schools and colleges to publish their results nationally.
- Students who have an EHC Plan will have their targets reviewed at the above meetings
- The progress of students with a Statement or an EHC Plan is also reviewed through an Annual Review meeting and the paperwork then submitted to the Borough. The 'student voice' is heard through the pupil preparing a presentation concerning how they perceive their progress, as outlined by the prescribed headings in the Annual Review documentation. Parents are invited into college prior to the meeting so that they can add their contribution.
- An Early help Record is implemented if it is felt that a student is under achieving due to a learning difficulty or a pastoral need. Parents are involved in a series of meetings until progress can be demonstrated.

## Access Arrangements

- The SENCo is responsible for testing those students who may be eligible for Access Arrangements. The approved arrangements are implemented for all assessments, both internal and external.
- All staff involved in invigilating Access Arrangements have completed training with an outside JCQ organisation.

- Both students and parents/carers are contacted by post and informed of the allocated Access Arrangement.

## The facilities provided to help disabled pupils to access the school

### Accessibility

In accordance to the Disability Discrimination Act and its amendment by the SEN and Disability Act 2001, all facilities at UTC Swindon are accessible to disabled students.

- There is access by lifts for non-ambulatory students. This comprises of a lift to the first floor teaching rooms and other facilities and a further lift in the Engineering Workshop to the Board Room. A small open lift allows access to the Executive Principal's office, staffroom and Administration office.
- UTC Swindon has disabled access toilets.

Access to the curriculum is addressed in a variety of ways.

- Curriculum, technical and physical support may be delivered through adults working within college.
- Subject teachers are offered advice on how to adapt the learning environment to maximise learning potential for all students with disabilities.
- Technical advice and support is provided by outside agencies to meet the needs of students with SEND.
- Students are provided with a variety of materials to enable them improved access to the curriculum. These may include coloured overlays, printed hand outs, use of coloured paper and visual timetables.

### Training and Resources.

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator will be a qualified teacher working at our college and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO will attend SEND Forum events as appropriate in order to keep abreast of Borough updates relating to SEND.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement, as part of the college development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- All Learning Mentors will be involved in an Induction Programme delivered by the SENCo. They will then be invited to develop their skills and gain qualifications, through training schemes delivered by the Borough or outside agencies.
- All members of the AEN Team take part in the college's ongoing INSET programme alongside all other teaching staff.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the college from the Borough's traded services, accessing as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our college will, wherever possible, join with other colleges in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our college employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our college will fund this as additional SEN support from the devolved budget. An application for Additional Needs funding will be made to the Borough, if the cost cannot be met from the college's devolved budget.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the college from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school

See Accessibility as detailed above.

Due to the current Covid-19 crisis, much of the above will be delivered virtually.