

<b>Report title: SEND Report</b>	<b>Agenda item 10</b>
<b>To: Local Governing Body – UTC Swindon</b>	
<b>Date of meeting: 19<sup>th</sup> March 2019</b>	
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<i>This report is for information</i>	

## UTC Swindon: Report to Governors March 2019

This report has been split into two sections. Firstly, a breakdown of the numbers of students at UTC Swindon who have a Special Educational Need has been provided. These figures constitute the young people who are currently receiving some form of intervention, over and above Quality First Teaching.

The national average for SEN students in schools and colleges is 16%. As can be seen, currently 24% of the UTC Swindon cohort would fall into the category of having a SEN of some description.

### SEN Information: March 2019

#### SEN Totals (Based on SEN registers as of March 2018)

Year Group	Year Group Size	SEN Students	EHCP	LAC	Alternative Provision	Funded	Young Carers	PP	Percentage of group on register
Year 10	33	7	0	0	0	0	2	2	21%
Year 11:	57	17	0	0	0	0	2	10	30%
Year 12:	23	4	1	0	0	1	0	2	17%
Year 13	8	6	0	0	0	0	0	1	75%

#### Breakdown of SEN Students into descriptors according to primary need.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory
Year 10	3	1	3	0
Year 11	6	5	6	0
Year 12:	4	3	1	0
Year 13	3	1	1	1
<b>Total</b>	<b>16</b>	<b>10</b>	<b>11</b>	<b>1</b>

<b>TOTAL UTC STUDENTS: 121</b>	<b>SEN: 28%</b>	<b>NATIONAL AVERAGE: 16%</b>
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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

### How has UTC Swindon identified and assessed students with SEN?

#### Identification

- Some students with SEND were 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 have included data from KS2, KS3 and KS4 to ensure that needs are identified.
- All students have taken CATS/Progress tests on their Induction days, which has provided information relating to general ability and acts as predictors for GCSE results. These tests have served as useful indicators of SEND.
- Students were also asked to complete questionnaires which asked them to self-evaluate their areas of strength and weaknesses.
- Year 10 students participated in reading and spelling screening tests, which indicated if literacy was likely to be an area of need for certain students.
- As a result of these tests, certain students were assessed further and parents contacted.
- Sometimes subject staff have identified students who they have felt might warrant further investigation.
- Testing for exam Access Arrangements has also been implemented, ensuring that the exam arrangement is replicated in class as evidence of need. The folders for both Years 10 and 11 have been completed in readiness for the annual visits from the JCQ Exam Inspectors. Both parents and students will receive written confirmation of the arrangement that has been allocated.

- Progress has been reviewed formally in line with the Academic Monitoring meetings. The results of internal assessments were 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.
- The SENCo was available on these occasions to liaise with parents of SEN students.
- Results of GCSEs, AS and A Levels were published nationally in line with government requirements.
- Our student who has an EHC Plan has had his first Annual Review in January 2018.
- Students who were identified as SEN and those with additional needs, have been the subject of pen portraits which have detailed need and provision. These student lists have been circulated to staff and are updated on a quarterly basis.
- The SENCO regularly checks that SEN students are making expected progress commensurate with ability.

### The Role of the SENCo

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

- Overseeing the work of the AEN team at the college and ensuring that appropriate and targeted support has been provided for students with SEND.
- Managing the AEN 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.
- Holding an Annual Review for a student with an EHC Plan
- Writing pen portraits for other students with SEND which will be reviewed with parents through a variety of means such as the Early Help Record Process and the resultant Team Around the Child meetings. Academic Review events also feed into this process.
- 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.
- Assessing students when referred by subject staff or at the request of parents. Liaising with outside agencies and arranging observations and assessments for students with SEND.
- Weekly meetings have been implemented which now involve the Assistant Principal, the SENCo, Learning mentors and Attendance Officer. These meetings have proved an invaluable opportunity for information sharing and

problem solving.

The SENCo can be contacted through email ([hblandford@utcswindon.co.uk](mailto:hblandford@utcswindon.co.uk)) or by Phone (01793 207920)

### Subject Staff and SEND

- At UTC Swindon, it has been emphasised that all teachers are teachers of SEN and subject staff are the first level of support for any SEN student. They should be delivering 'Quality First' teaching which can be defined as excellent, targeted classroom practice.
- This has involved the delivery of differentiated lessons which mean that every student is able to access the curriculum at their level.
- It has been reinforced that 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.

### How have students with SEN been supported at UTC Swindon?

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

As has already been mentioned 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 has involved:

- 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.
- The introduction of specific strategies that have been suggested by either the SENCo, Learning Mentors or the Student Support Manager. These strategies might have involved explaining a learning point to a student using modified language, providing writing frames for longer pieces of extended text or providing coloured overlays for students with reading difficulties.

### Small Group Intervention

- Sometimes it is necessary to provide support outside the classroom. This academic year has seen the introduction of Intervention lessons which have replaced one option choice for certain students. The students have two lessons of extra English and one lesson of Maths each week; lessons are

taught by English and Maths staff and 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.
- Since September, our Learning Mentors have been introducing Peer teaching which has met with pleasing results.

### Wave Two –Specialist Intervention

- Currently UTC Swindon is supported by various outside agencies. This means that students have identified by the subject teacher/SENCO as needing some extra specialist support from a professional outside the school. This has included:
  - Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need);
  - The Educational Psychology service which has been used fairly significantly in the first three terms of this academic year as certain students have warranted further assessment as part of the graduated response.
  - TAMHs (Targeted Mental Health Services), has once again been working with students with Social, Emotional and Mental Health Difficulties
  - Referrals have been made to the Community Paediatricians at Great Western Hospital.
  - The Physical Advisory team have also visited to monitor a hearing impaired student.
- Parents are of course consulted and their written permission sought before any work has taken place.
- The school nurse has been consulted and met with identified students. She has also held drop in sessions.

Specialist professionals have worked with students to firstly assess their needs and make recommendations, which have included:

- One to one intervention work with a specialist, such as weekly sessions with the college's TAHMS worker, or a referral to another agency such as Occupational Therapy.
- 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.
- Our Educational Psychologist has delivered some training to all staff relating to SEMH difficulties experienced by our young people.

### Wave Three - Specified Individual Support

UTC Swindon currently only has one student with an Education and Health Care Plan, which represents the highest level of need. This provision brings funding which is used to assist the student to access the curriculum through the deployment of Learning Mentor time.

### How has UTC Swindon worked with parents of SEN students?

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 have aimed to keep communication channels open and communicate regularly, especially if the student has complex needs.
- Parents have regularly contacted the college maybe speaking with the SENCo, Student Support Manager, Assistant Principal or the subject teacher. Some parents prefer to use email as a means of communication and we have used whatever way is the most accessible to the parent in question.
- Meetings have then been arranged with whoever is the most appropriate member of staff to alleviate concerns or to offer advice and further support.
- Early Help Record meetings have been held regularly where there have been concerns around issues such as attendance, under performance and mental health concerns. These meetings are held on a regular basis and are attended by parents/carers, the students, the SENCo and /or the Student Support Manager. If outside agencies have attended these meetings change into Team Around the Child meetings.

All information concerning the best ways to contact the college has been detailed on the **SEND Information to parents** document on the college's website:

At UTC Swindon, pastoral responsibilities are taken very seriously. UTC's Student Support Manager has played a vital role in providing a 'listening ear' and maybe suggesting some strategies to deal with specific situations. Sometimes it has been necessary to refer students to TaMHS, where they have been assessed by a clinical practitioner. The Student Support Manager has also signposted the student and their family to other outside organisations who might be able to offer support.

All information concerning the best ways to contact the college has been detailed on the SEND Information to parents document on the college's website:

### Funding for SEN Students

- 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 met with the funds available.

- We have a team of two Learning Mentors 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 Assistant Principal, Student Support Manager and SENCO, meet regularly to assess the progress of students and the level of support they are receiving.

### How have staff been trained to work with students with SEND?

UTC Swindon has ensured that:

- Through the induction programme, all staff have received 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.
- Training has also been delivered on an informal basis when the need has arisen when staff have needed specific advice on the best strategies to use with certain students.

### How has UTC Swindon adapted its curriculum and learning environment for students with SEND?

- Class/subject teachers have planned lessons according to the specific needs of all groups of children in their class and have ensured that all students' needs are met if possible.
- Specially trained support staff can adapt the teachers planning to support the needs of the student where necessary.
- Additional learning materials have sometimes been introduced such as writing frames, coloured overlays and 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 has made 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. This has not been necessary in the current academic year, but if a medical or physical need arose this would be implemented.



- 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.

### How has the college supported 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 has been implemented by:

- As already mentioned, induction days were provided for new students hoping to join the college towards the end of Term 6. These days provided an experience of a typical working day at college so that students were able to make an informed decision about their future at UTC.
- UTC Swindon has liaised with feeder schools or colleges prior to transition, in order to gain information regarding the challenges likely to face a student with SEND.
- Further investigation has taken place post transition.
- Information has been circulated to staff, informing them of the learner's needs and strategies that might help with learning.
- Occasionally, a student with SEND joins the college in the middle of the year. One student has fallen into this category and the previous placement has been contacted and documents requested. UTC Staff have then been made aware of needs and provision.

### For students leaving

Unfortunately, certain students discover that UTC Swindon is not the correct placement and the managed move process is then implemented. Information has been passed on to the receiving school or college and meetings implemented.

### Oversight for students with SEND

Executive Principal: Joanne Harper

Principal: Jon Oliver

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

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

### Useful Links relating to SEND

#### Swindon Borough

<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\_

<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.

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

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SENCo: UTC Swindon

March 2019