



Special Educational Needs Report

Information regarding SEND Provision

UTC South Durham

Jak Heslop
SENDCo and Director of Inclusion

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Schedule of 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.

1. Educational needs provided for by the school

UTC South Durham (UTC SD) defines Special Educational Needs as any student 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 have a disability that prevents or hinders them from making use of our educational facilities.

UTC SD currently provides for a number of students with a range of difficulties. These include:

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

2. The assessment and identification of students with SEND (Special Educational Needs and / or Disabilities)

UTC SD will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UTC SD resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student has been identified as having special educational needs, UTC SD will intervene appropriately. Such interventions are a means of helping UTC SD and parents match special educational provision to individual student needs.

3. Information on meeting the needs of students

3a. Self-evaluation of effectiveness

All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment which is communicated to parents by a report that is sent home. Additionally, a parents' evening is held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, parents are able to contact their child's mentor, crew leader, the Student Support or SEND Team and meet with them and the SENDCo. All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular interaction with the SEND team.

3b. Assessing and reviewing progress

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom. When a student is found not to make progress, despite high quality teaching, the SENDCo, teacher and parent should assess whether the child has

a SEND whilst gathering evidence. A child is considered to have SEND if they fit into one or more of the four broad areas of need listed in Section 1.

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

3c. Approach to teaching students with SEND

Our teachers have high expectations of all students, including those with SEND. All teachers will be made aware of a child's individual needs (through the SEND Register, Staff Briefings and CPD sessions) and will make every effort to adapt their lessons to meet these requirements.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations if that is identified as a need.

3d. Adaptations to improve access for SEND

Most of our students follow the UTC curriculum, but if deemed appropriate some adjustments may be made for a student to match their individual needs. Our school is a safe and accessible building and we do our best to make it welcoming to all members of our community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

3e. Additional Support

All staff are here to support students and to address the additional needs of our students, including those with SEND. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated in order to achieve the objectives raised in their statement or plan and in agreement with parents. Students with EHCPs will have targets and strategies set by agreement with the student and their parents with input from relevant professionals, including UTC SD staff. Annual reviews involving the student, parents, subject staff teachers and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

3f. Available additional activities

UTC SD offer a wide range of experiences and activities that are available for students in addition to those available in accordance with the curriculum; They are open to all students, including students with SEND. We also run revision sessions for students as and when required.

3g. Supporting students with emotional or social needs

At UTC SD we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a mentor or crew leader who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between mentor and students as they work together. We also work with the following external agencies:

- CAMHS
- Educational Psychologists

- Sensory Support Team Auditory
- Sensory Support Visual
- School Nurse Team
- Occupational Therapy
- SENDIAS

4. Name and contact details of the SEND Team

If you think your child has a Special Educational Need, please feel free to contact your student's Crew Leader, mentor or any of the SEND Team. They can be contacted on 01325 430250 or via email at: office@utcsouthdurham.org

SENDCo: Jak Heslop
 Student Support – SEND and Sixth Form: Nicola Martin
 Faculty Director Student Wellbeing: Leanne Tippey
 SEND Trustee: Steve Brain

The SENDCo / Director of Inclusion is responsible for:

- Determining the strategic development of the SEND policy and provision at UTC SD with the ultimate aim of raising the achievement of students with SEND need.
- Working with the TA team to ensure that the provision made for students supported on a 1 to 1 basis matches that on their EHCP
- Working with the TA team to ensure that identified students make suitable academic and emotional, social progress
- Collaborating with SENDCos in partner schools in order to facilitate joint policies, and ensure efficient and effective sharing 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 UTC SD 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.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents of SEND students
- Liaising with external agencies including the LA staff with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Reporting to, and working with, Trustees in regard to the progress of SEND students.

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

See section 4 for SEND Team. Within this team, we have staff who have a range of experience and training covering various SEND needs. All of the SEND team are expected to keep their knowledge of SEND up to date and to attend additional relevant training throughout the year.

Staff who are new to the school follow an induction programme which includes training and information on SEND. As a UTC we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.

6. Equipment and facilities available for SEN provision

As a UTC we can access a range of services from within the local area. These services are contacted when necessary and appropriate, according to a child's needs. If you believe your child needs specialist equipment or other facilities, please contact the SENDCo or discuss the issue at the next review/parents evening.

7. Arrangements for consulting with parents

We also welcome opportunities to work with parents and carers and, should any parent wish to discuss any issues regarding the student, they are welcome to contact the SEND Team.

8. Arrangements for consulting with children

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and how they feel their support is proceeding. SEN Students with an EHCP submit their views as part of their Annual Review, as well as attending the review itself. Students contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEN.

9. Complaints procedure regarding SEN provision at the school

Concerns and complaints are dealt with in line with the UTC complaints procedure. Any initial concerns should initially be raised with the mentor or crew leader of the student and, should this not resolve the concern, with the SENDCo. Further information on how to express a concern or raise a complaint by phone or in writing can be found in the UTC SD complaints procedure.

10. Relationships with external bodies

Details of the local authorities are listed in section 13.

11. Contact details of support services

For learning support queries, or information regarding exam access arrangements, please contact our SENDCo.

12. Transferring between Schools

Information regarding procedures and time scales for students wishing to join UTC SD are covered by the UTC SD Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the SENDCo is available for meetings during open events and interview evenings, both of which, prospective parents are always encouraged to attend. Where possible, prospective students with SEND are invited to attend small scale events with the SEND team to facilitate transition.

Once a place at UTC SD has been accepted, information from the application form is processed to produce an initial SEND Register. School files are requested for those joining the school and alongside parental input, needs are identified. Further cross-school testing will be used in order to make sure that no student is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the students, the information will be updated and this will then form the working SEND Register.

For students who are leaving UTC SD, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENDCo.

13. Local Authority's Local Offer

At UTC SD, we work closely with our local authorities who provide a number of services, known as the Local Offer. The Local Offer is designed to help you find the very best support for your child or young person (from birth to 25 years) with special educational needs and disabilities (SEND). Its purpose is to help you find information, advice and guidance about the types of services and support available to you. You can find out more by visiting the following websites, which will be relevant to your locality.

<https://www.durham.gov.uk/localoffer>

<https://livingwell.darlington.gov.uk/Categories/528>

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>