



Reviewed Annually Date

Updated: 29/11/2021

SEND Information Report

Name: P Shaw (SENCO)

1. What is the Local Offer?

The Local Offer ([Wolverhampton SEND Local Offer](#)) is a statutory requirement to improve choice for families by providing transparent information in a single place about services available for children and young people aged 0-25 who have Special Educational Needs and/or Disabilities. The Children and Families Act (2014) requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across Education, Health and Social Care for children and young people in the area who have Special Educational Needs or are disabled.

2. How does TTUTC know if children need extra help and what should I do if I think my child may have Special Educational Needs (SEN)?

The UTC will work closely with previous schools to ensure that the Special Educational Needs Co-ordinator (SENCO) meets with each child during the admission to the UTC. As a part of this arrangement schools share information with us, part of which includes SEN information, assessments and their results. Once at UTC, children complete standardised CAT4 tests, the results of which are shared with staff to aid appropriate teaching and learning in the classroom. If a child needs further help, concerns should be raised by parents/carers or teaching staff and the SENCO involved as necessary; further assessments may then be carried out. Your child's Personal Tutor will also look at the assessment data of all pupils each time it is collated and any concerns will be discussed with the SENCO. If you believe that your child may have Special Educational Needs, we would ask you to contact the UTC SENCO, Mrs Shaw. Mrs Shaw can be contacted directly through school reception or by email on pshaw@thomastelfordutc.com. Mrs Shaw will endeavour to secure Special Educational provision for students where this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need: communication and interaction, cognition and learning, social, mental and emotional health and sensory/physical needs.

3. How will TTUTC staff support my child?

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Students with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that include:

1. Classroom observation by the Senior Leadership Team (SLT), the SENCO and external verifiers.
 2. Ongoing assessment of progress made by students in specific intervention groups.
 3. Work samplings.
 4. Scrutiny of planning.
 5. Teacher meetings with the SENCO.
 6. Pupil and parent feedback when reviewing target attainment.
 7. Whole school pupil progress tracking.
 8. Attendance and behaviour records.
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and student's attainments to meet these targets are tracked using the whole school tracking system.
 - Pupils who are failing to make expected levels of progress are identified quickly and are discussed in regular meetings that are undertaken between subject leaders and the SENCO.
 - For some pupils with literacy or numeracy difficulties, additional support may be provided through working with Learning Support Assistants, the SENCO and subject staff in addition to timetabled lessons. The UTC will also work with a range of external agencies and referrals to these will be made, where necessary, by the SENCO.
 - Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
 - An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
 - If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
 - Parents will be informed that the UTC considers their child may require SEN support and their partnership sought in order to improve attainments.
 - Any SEN provision made for a student will be recorded on the school system through BROMCOM where progress is monitored and evaluated.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 8. Educational Psychologist Service
 9. Educational Welfare Officers
 10. Physical and disability support service
 11. Social Services
 12. School Nurse
 13. CAMHS (Child & Adolescent Mental Health Service)
- For a small percentage of students, whose needs are significant and complex and the Special Educational provision required to meet their needs cannot reasonably be provided from within the UTC's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For students who despite relevant and purposeful action taken to meet their Special Needs, fail to make expected levels of progress, the UTC or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

3. How will the curriculum be matched to my child's needs?

When children join the UTC they are placed in streamed groups with careful consideration to their needs and the needs of others in the group for some curriculum areas. For the majority of their lessons support will be provided through high quality classroom teaching. For some children with SEN, the UTC

may reduce the curriculum to allow for small group or individual support. As children enter Year 12 and complete their option choices, appropriate pathways will be offered according to their particular needs.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Where children have identified Special Educational Needs there will be an annual review meeting with a member of the SEN team to discuss your child's progress. The UTC assessment calendar will provide an assessment point each term where each child is given a current grade and specific target for improvement in that area. Within the UTC, close monitoring is carried out by Personal Tutors and the Senior Leadership Team each time assessment is recorded. If necessary you will be contacted to discuss possible interventions which may be put in place to support your child. We strongly believe that your child's education should be a partnership between parents and teachers and therefore we encourage you to contact the UTC whenever necessary.

5. What support will there be for my child's overall well-being?

Within school children are assigned to a Personal Tutor as a first point of contact for all of their daily needs. The Personal Tutor will normally be able to support your child. All children in school follow a PSHE curriculum that aims to provide the pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The UTC has a focus on forming desirable habits as part of the UTC Extra enrichment programme, including the habit of fitness and the habit of reading.

In addition to this, many children with Special Educational Needs form high quality relationships with our SENCO and Learning Support Assistants. These teams will also work closely with external agencies. For children with medical issues a care plan will be created and storage and access to medicines will be managed through the reception and Lead First Aider. The school has an effective anti-bullying policy and where incidents do occur; they are investigated and responded to by a member of the Senior Leadership Team or Conduct Team.

6. What specialist services and expertise are available at or accessed by the UTC?

The UTC works closely with a range of external agencies, including the school nurse. Staff who may be required to administer medicine will complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the policy and DfE guidelines included within **supporting pupils at school with medical conditions (DfE) (2014)**.

7. What training are the staff supporting children with SEND having or have they had?

Training in the UTC will be determined in response to the needs of individual students, possibly including specialist training in Autism, Sensory Impairment, CAMHS, Speech, Language and Communication needs, developing independent learners and differentiation. This training is in addition to the ongoing vital updates on SEND best practice and changes to the national Code of Practice. Best practice and new initiatives are shared with staff through an extensive professional development programme that runs each week throughout the academic year.

8. How will my child be included in activities outside the classroom including trips and site visits?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all UTC activities. Where appropriate, parents will be a key part of formulating risk assessments.

9. How accessible is the UTC environment?

An accessibility plan for the site has been prepared. The site is purpose built with access to all floors possible through ramps and a lift. Some aspects of the UTC curriculum may present a challenge to pupils with physical disability and wherever possible reasonable adjustment will be made to ensure a full participation. Matters concerning the health and safety of students will always be the primary focus of all UTC staff and the SENCO will work with staff to agree adjustments in specific activities.

10. How will the UTC prepare and support my child to join the UTC, transfer to a new school or the next stage of education and life?

A number of strategies are in place to enable effective pupil transition. On entry a planned programme of visits are provided in the summer term for students starting in September. Parents are invited to a meeting at the UTC and are provided with a range of information to support them in enabling their child to settle into the UTC routine. The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry. The previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. As part of CIAG all children are supported in identifying and arranging the next part of their education.

11. How are the UTC's resources allocated and matched to children's' Special Educational Needs?

The UTC receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the UTC to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those students with the most complex needs, the UTC may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with Special Educational Needs and Disabilities through in-class support from Learning Support Assistants, small group support from Learning Support Assistants.

How is the decision about what type and how much support my child will receive made?

For students with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken by the SENCO. Where it is decided to provide a student with Special Educational Needs support the student and parents/carers will be informed and involved in consultation regarding adjustments, interventions and support to be put in place. For students with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

12. How are parents involved in the UTC? How can I be involved?

We encourage an open channel of communication with parents and look forward to seeing parents at Parents' Evenings, information evenings and other UTC events. Parents will always be part of a meeting regarding a child with Special Educational Needs and therefore part of the decision making process when planning additional support.

13. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling we would ask you to contact the child's Personal Tutor, classroom teacher or our SENCO. Where the issue you wish to raise cannot be dealt with to your satisfaction you can contact the Principal who will contact you directly. Where necessary, complaints can be made to the Governing Body. The UTC Governor with responsibility for SEN is Kerrie Jones.