



Inclusive Education/SEND at UTC Plymouth

Curriculum statement

At UTC Plymouth, **all teachers are teachers of pupils with SEND**. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or ability. Each department has developed an adaptive curriculum to ensure that students can access their learning. Please see individual Faculty areas information on our website for further information.

UTC has developed a graduated approach as our best practice model. This involves meeting pupils' SEND needs through implementing the graduated approach using the assess, plan, do, review cycle. The Special Educational Needs and Disability Code of Practice is at the heart of our practice to ensure that all teachers are responsible and accountable for the progress of all learners in their class.

Our STEAM pedagogy 'Think like an Engineer' offers all our students a methodology of developing their resilience through stages of application by identifying, researching, planning, creating and evaluating. This mindset supports all our learners to become resilient and able to apply their skills and reflect critically.

UTC INFORMATION REPORT

https://utcplymouth.org/assets/uploads-documents/SEND-Information-Report-UTC-Plymouth_2022-09-12-154143_zrdx

UTC Send Policy

<https://utcplymouth.org/assets/uploads-documents/SEND-POLICY-February-2022.pdf>

<https://utcplymouth.org/assets/uploads-documents/RSAT-SEND-Policy-22-23.pdf>

UTC School Accessibility Policy and Plan 2022

<https://utcplymouth.org/assets/uploads-documents/UTC014-Disability-and-Accessibility-Policy.pdf>

What is SEND and what is the Local Offer?

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

UTC Plymouth

SEND Offer

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; I Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> o Know every child class information o Structured school and classroom routines o Warning of change o Differentiated curriculum delivery e.g. simplified language o Increased visual aids/modelling o Visual timetables o ICT to support learning o Repetition/clarification of instructions o Opportunities to work with younger/older pupils o Assemblies with appropriate signs and visual aids used o Role play situations/Drama o ‘Show and tell’ / speaking opportunities (oracy) 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> o Differentiated tasks o Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording o Repetition/clarification of instructions o Differentiated output or outcome e.g. use of ICT, fewer sentences o Increased visual aids/modelling etc. o Visual timetables o Alphabet, word and number charts, mats, banks etc. o Use of puzzles and games o Use of writing frames o Ensuring appropriate reading material available including o Knowledge organisers with key terminology o Different colour backgrounds on Interactive Whiteboards and PowerPoints o Individual white boards 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> o Flexible seating arrangements o Handwriting/fine motor control programme o Specialist resources – pencil grips, triangular pencils, variety of types of scissors o Multi-sensory equipment o Tools and Materials e.g. brushes/pencils, collage o Brain gym exercises o Adapted Physical Education lessons o Seating arrangements (r-handed, l-handed etc) o Adapted environments or specialist seating o Individual worksheets or worksheets offered in a different font 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> o Whole school behavior policy o Positive behavior strategies such as restorative conversations o Structured school and classroom routines o Positive reward systems o Consistent and progressive sanction system for when rules broken o School Council o Teaching listening o Use of puzzles and games o Involvement in after school clubs o Individual job and responsibility o Support of lunchtime supervisors at lunchtime o Mental Wellbeing advisor o Playground friends and buddies available o Assemblies to support Mental Health o Tutor support at the start of each day o External agency drop in available such as CAMHS

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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Speech and Language support from external agencies o Individual Pen Portrait 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Pen Portrait o In-class support for literacy o In-class support for Numeracy o Differentiated resources o Small group of support for literacy outside class e.g. Bedrock o Support for reading comprehension, e.g. comprehension exercises, word mats o Bedrock o Learning plans identifying strategies to support o Pastel paper/ coloured overlays 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Pen portrait o Differentiated PE resources – e.g. larger racket, bigger ball o Sports events – additional preparation o Handwriting intervention 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Pen portrait o Alternative lunch-time provision o Anxiety support o Socially Speaking o Use of buddy system o Short term time out o Mentor support o Counseling

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Pen portrait or EHCP o Personalised Engagement Curriculum and Assessment o Personalised timetable o Individual visual timetables / schedule o Visual Supports eg Now/Next boards; Choice Boards; o Task Board o Individual ICT programmes o Social stories o Outside agency advice o Individual risk assessments o Augmented Communication aids o Sensory aids e.g. fiddles; weighted clothing o Calm Place o Increased Adult Support o Additional planning and arrangements for transition o Home/School book o Ear Defenders 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Pen portrait or EHCP o Personalised Engagement Curriculum and Assessment o Pre-teaching of class learning o Reinforcement practice of class learning o Use of individual ICT programmes targeting learning o One to one/small group support for literacy outside class o One to one/small group support for math outside class e.g. Counting to Calculating o List of current and future topic words – knowledge organiser o Individual arrangements for exams o Additional planning and arrangements for transition o Outside agency advice o Efficient word processing o Tinted overlays/rulers o Sensory aids e.g. fiddles 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Portrait pen or EHCP o Personalised Engagement Curriculum and Assessment o Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc o Individual handwriting/fine motor skills work o Teacher support/monitoring at lunchtimes o Individual planning and arrangements for transition o Outside agency advice o Individual risk assessment o Individual intimate care plan o Individual manual handling plan o Individual Accessibility Plan o Access to enlarged resources o Awareness of fatigue o Scribe provided o Handwriting o Physio exercises o Classroom access o Ear defenders o Stress toys o Other sensory aids (e.g. weighted blanket) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Pen portrait or EHCP o Personalised Engagement Curriculum and Assessment o Individual reward/sanction o Pastoral support – communication of feelings o debriefing/pre-empting o Individual Behaviour Plan o Unstructured time monitoring o Anger Management o Counselling from outside agency – referral made o Input from inclusion support team o Time out system and space o Additional transition arrangements o Individual risk assessments o Planned used of physical positive handling (MAPA) o CAMHS involvement and referral o Learning Mentor 1:1 Sessions

Additionally, we support young people by offering a range of support for students based on need.

- Specialist testing
- Offering support and guidance
- Enhanced transition
- Links with psychology service
- Links with outside agencies
- Communicating needs to others
- Enhanced links with home
- A place that feels safe and secure
- Links with the school nurse and CAMHS
- Offering a place for meetings and therapies to take place
- Forming strong relationships between teachers, home and students, carers and other professionals
- Offering help and advice

Currently on offer outside of our curriculum learning:

- Extra Curricular Clubs
- Training sessions
- SEND support
- Homework support and club
- Social skills

- Lunch supported space
- Somewhere to come and make new friends
- Anger Management group
- Anxiety Management group
- Self Esteem group

TEAM



Esther Knight - SENDCO



Abi Langford - SEND Support Worker



Ellie Sheridan - Apprentice T.A



Bex Avery - Deputy SENDCO



Michael Hall - Inclusion Lead



Jasmin Chapple - Operational Safeguarding



Sophie Wood - HLTA

Useful SEND Links: <https://utcplymouth.org/assets/uploads-documents/SEN-Useful-Agencies-and-Information.pdf>