



Date Updated: 10/01/2024

Reviewer: Esther Knight (SENCO)

SEND Information Report

1. What is the Local Offer?

The Plymouth SEND Local Offer (<https://www.plymouthonlinedirectory.com/article/182/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 UTC Plymouth 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) and/or Head of Year meets with each child during admission to the UTC. As a part of this arrangement schools share information with us, part of which includes SEND information, assessments and their results. Once at UTC Plymouth, children complete standardized CAT's 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 will become involved as necessary; further assessments may then be carried out. Your child's teachers 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 Miss Esther Knight. Esther can be contacted directly through school reception or by email on reception@utcplymouth.org and 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 UTC staff support my child and how is my child's progress tracked?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Students with SEND 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 and Head of Department 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, these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular meetings that are undertaken between subject leaders and the SENCO.
- 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, review model and individual assessments of students 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 then be identified and recorded, this 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 SEND support and their partnership sought in order to improve attainments.

4. Does the UTC link with external agencies to support my child's needs?

Any SEND provision made for a student will be recorded on the schools Arbour tracking system and on individual 'Pen Portraits' 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. Educational Psychologist Service
2. Communication and Interaction Team
3. Local Authority Services
4. Visual Impairment Team
5. Hearing Impairment team
6. Educational Welfare Officers
7. Physical and disability support service
8. Social Services
9. School Nurse
10. CAMHS (Child & Adolescent Mental Health Service)
11. Health teams such as Occupational Therapy, Child Development or Psychology Services
12. SPOC (single point of contact) for Early Help and Children's Social Services.
12. Any other external agency that can support a student with specific SEN needs.

- 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. The Education, Health and Care assessment will be undertaken by the Local Authority.

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

When children join us in Year 7 they are placed in streamed groups with careful consideration to their needs and the needs of others in the group. For the majority of their lessons support will be provided through high quality classroom teaching, differentiated curriculums to match the needs of learners at a level they can access and feel successful is part of every day learning, this approach continues throughout a student's education at the UTC. The UTC is a STEAM Technical College and therefore focuses on an interdisciplinary curriculum which is powered by Science, Technology, Engineering, the Arts and Mathematics. In Years 7, 8 and 9 our students will follow a broad and balanced curriculum. This will develop their core academic knowledge and give them the skills they will need for success in the future. In Years 10 and 11 the curriculum becomes more technically specific with a view to honing the knowledge and skills necessary to progress onto further education or the world of work. Our Year 12 and 13 curriculum provides the opportunity for in-depth study of technical subjects and the wider skills and knowledge needed to facilitate progression into higher education or apprenticeships.

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 opportunities to meet with staff and tutors to discuss your child's progress. All children with an Educational Health and Care Plan will have an Annual Review meeting with the SENCO and any external agencies involved at the time. The UTC assessment calendar will provide an assessment point each term where every child is given a current grade and specific target for improvement in that subject area. Within the UTC, close monitoring is carried out by Key Workers, Teachers, Heads of Year and the Senior Leadership Team every time assessments are 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 'Key Workers/Mentors/Heads of Year' as a first point of contact for all of their daily needs. These members of staff will normally be able to support your child. All children in school follow a social knowledge and well-being curriculum as part of their pastoral time every morning, this programme aims to provide the pupils with the knowledge, understanding and skills they need to enhance their emotional and social well-being alongside forming desirable habits. In addition to this many children with Special Educational Needs form high quality relationships with all of our staff both teaching and non-teaching. The UTC will also work closely with external agencies, such as youth support services and the school nurse. For children with medical issues a care plan will be created so that storage and access to medicines will be well managed. 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). 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.

6. 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 and will change year on year, for example; this could include 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.

7. 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 children to participate in all UTC activities. Where appropriate, parents will be a key part of formulating risk assessments. Additional risk assessments may also be carried out for P.E and to enter the Engineering workshops if required.

8. How accessible is the UTC environment?

The UTC has a Disability and Accessibility policy on our website, please follow the link for further details. [Disability and Accessibility Policy](#)

9. 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 and we are very proud of our transition programme. On entry a planned programme of visits are provided in the summer term for SEND students starting in September where they will spend a day in lessons and experience what it is like to be a UTC student. 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 which includes a transition booklet describing every aspect of UTC life. The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and plan solutions to any perceived challenges identified prior to entry. The previous school records will be requested immediately and also used within that meeting to identify and reduce any concerns.

10. 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, for example; 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.

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

For students with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken by the SENCO and Senior Leadership Team. Where it is decided to provide a student with Special Educational Needs additional support the student and parents/carers will be informed and involved regarding any 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 are encouraged to be a part of our school through membership in the Governing Body. 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 Key Worker, Mentor, Head of Year or our SENCO. Where the issue you wish to raise cannot be dealt with to your satisfaction you can contact the HeadTeacher who will contact you directly. Where necessary, complaints can be made to the UTC's Governing Body by emailing the Clerk to Governors, Lindsey Johnson (lindsey.johnson@utcplymouth.org). The UTC Governor with responsibility for SEN is Rachel Summers. Please also note that parents of SEND students can receive further advice and support from Plymouth Information, Advice and Support Services (PIASS) <http://www.plymouthias.org.uk/>