

Special Educational Needs and Disability (SEND) Information Report for South Devon University Technical College 2017-2018

(If you would like to discuss this report rather than reading it, please contact the SENDCo, Clare Bamford, on 01392 383000)

Introduction

At South Devon University Technical College (UTC), our students work towards GCSEs and A-levels as well as technical qualifications in engineering and science. We provide an environment that mirrors the workplace, helping students develop important skills to prepare them for a job, apprenticeship or degree when they leave school.

Our aims are that all students are supported to:

- achieve at least their best ;
- make a successful transition into the workplace and adulthood;
- become contributors to a just and tolerant society.

The special educational needs of our students

Area of need	Specific kind of need at the UTC
Cognition and learning	<ul style="list-style-type: none"> ➤ Moderate Learning Difficulties (MLD) ➤ Specific Learning Difficulties (SPLD), e.g. dyslexia, dyspraxia
Communication and interaction	<ul style="list-style-type: none"> ➤ Autism Spectrum Disorder(ASD)
Sensory and/or physical needs	<ul style="list-style-type: none"> ➤ Sensory processing difficulty ➤ Physical Impairment
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> ➤ Attention Deficit Hyperactivity Disorder (ADHD), anxiety, self-esteem, social interaction

Identifying SEND and evaluating the effectiveness of our provisions

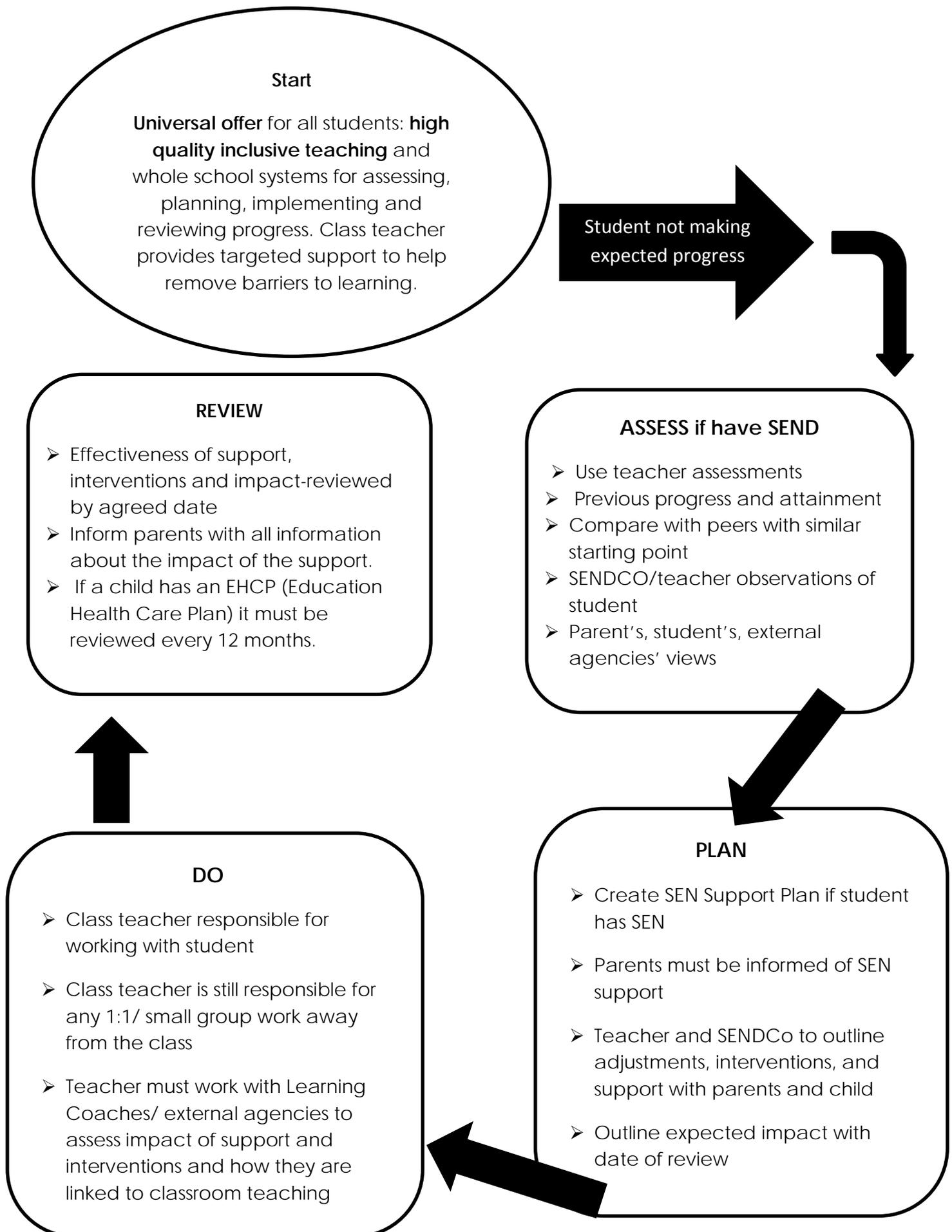
A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age **or**

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions.

The college uses the **graduated response** as outlined in *The Special Educational Needs Code of Practice (2014)* to help identify whether a student has SEN. Students are identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality differentiated teaching available.

The Graduated Response



How we evaluate the effectiveness of our SEND Provision

We use a provision tracker to monitor the impact of additional provision for students with SEN which identifies where students are at the start and end of an intervention and what the impact of the interventions have been. This enables us to examine how effective they have been.

For students who have a Statement of Special Educational Needs or an Education, Health and Care Plan, we review the targets from students' EHCPs at least three times a year, including in the annual review.

The SENDCo reports on SEND in governors' meetings during the year and there is also a SEND governor who has a role in monitoring the effectiveness of our provision.

We use Student Voice and Parent Voice to establish what our students and parents think about the effectiveness of our provision.

How we assess and review the progress of students with SEND

Students' academic progress is assessed every half-term term and is compared against targets. At the end of Year 11 and Year 13 progress is also compared against national figures.

We ensure our standards of judgement by moderating students' work in college. We scrutinise the work of students through the year to ensure that students' learning is challenging, relevant and accessible. This is mainly done through learning walks, pupil pursuits and by looking at students' books.

We monitor student progress through half-termly progress checks and parents' evenings. Progress and targets for students with EHCPs are monitored and reviewed at least three times a year, including at the Statement/EHCP review.

Approaches to teaching students with SEND and adapting the curriculum

As a University Technical College, our curriculum is designed to promote learning and focus on developing the skills and experience needed in the workplace, with particular links to science, engineering and the environment. We aim to encourage the development of resilient and independent learners.

Our college is inclusive and teachers have high expectations of all students. We aim for Quality First Teaching. All teachers are told about students' individual needs (through Pupil Profiles, the Inclusion Register, staff Briefings and CPD sessions) and make every effort to adapt their lessons to meet a student's special educational needs.

Teachers are provided with a *SEND Information Booklet* which includes additional information and strategies that can be used for teaching young people with different areas of needs.

Teachers endeavour to adapt the curriculum to meet the needs of students with SEND through differentiation. Teachers can draw on a wide range of strategies to enable students to access the curriculum.

Methods of differentiation might include:

- Writing frames;
- Scaffolding;
- Pre-teaching subject words;
- Laptops or other alternative recording devices;
- Use of graphic organisers;
- Work stations;
- Work/rest systems;
- Voice output devices;
- Assistive technology, e.g. Text Help

Additional support for learning

All staff are here to support students and address additional needs they may have, including students with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated in order to achieve the objectives raised in their statement or Educational and Health Care Plan.

In some instances, additional intervention takes place to provide further support, e.g. through one-to-one or small group work delivered by a Learning Support Mentor or teacher. We have staff trained to deliver literacy and numeracy interventions. We also have staff trained as Emotional Literacy and Support Assistants (ELSA) and for pastoral support.

There is a dedicated 'safe' area (the Oasis), where students can work quietly when necessary and receive additional support. Where needed Learning Support Mentors also provide in-class support.

We can assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations. Access arrangements for tests are identified through building up a body of evidence throughout a student's time at the college to suggest that they might need extra time, a reader, a venue, or a scribe in exams.

Accessibility and adaptations to improve access for students with SEND

Most of our students follow the curriculum, however a small number of learners have a more personalised curriculum to match their individual needs and abilities.

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. South Devon UTC is fully wheelchair accessible and there are disabled toilets on each floor. The college can link with external services for advice/ securing the provision of additional equipment/facilities to meet the needs of a student with SEND if needed.

Students with SEND have the chance to engage in the activities of the school together with children who do not have SEND through school trips or enrichment clubs, e.g. Green Energy, Handball, Art of Prototyping, Boxercise, Debate Team, Marine Life Research, Board Games, Textiles, Entrepreneurs' Group.

Support for improving emotional and social development

One way we support the development of the social, emotional and mental health of our students is by assigning them to a tutor who will (in most cases) remain with them as they progress through the college. This provides continuity and builds a strong relationship between tutor and students as they work together.

We also have an inclusion team with an Inclusion Lead and four Learning Support Mentors who have a dedicated area and are available for students to talk to about concerns they may have. Students who need additional support can be assigned one of the Learning Support Mentors as a keyworker. The Inclusion Lead is one of the designated staff members for safeguarding and is also responsible for young people who are looked after by the local authority.

Social and emotional aspects of learning is an important area for our students if they are to achieve their best and be part of the community. At the UTC, students learn these skills through:

- Personal, Social and Health Education Programme, which includes issues such as cyber-safety and preventing bullying;
- The provision of enrichment activities;
- Staff modelling appropriate behaviour and using positive reinforcement to reward students when they get things right;
- Intervention where needed, which might include small group or one-to-one intervention with one of our Learning Support Mentors who has been trained as an Emotional Literacy Support Assistant.

The expertise and training of staff in relation to students with SEND

The SENDCo has the National Award for SEN Co-ordination.

Within the Inclusion Department there are staff trained in supporting students with different needs, e.g. specific learning difficulties, literacy, numeracy, autistic spectrum disorder, attachment disorder, mindfulness, *Living Life to the Full*, social and emotional literacy.

Staff who are new to the school follow an induction programme which includes training and information on SEND. Staff are provided with a *SEND Information Booklet*.

Working with other professionals

We can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services. We have access to a number of other professionals, these include:

- Speech and Language Therapy;
- Physiotherapy;
- Occupational Therapy;
- College Nurse;
- Educational Psychologist;
- Sensory Support ;
- Student and Adolescent Mental Health Services (CAMHS);
- Epilepsy Nurse.

Parental involvement in their child's education

The success of our students relies on strong links between college staff, governors, students, parents/carers and other professionals.

Parents/carers have the opportunity to consult with the college:

- By making an appointment with the relevant member of staff;
- At parent/teacher evenings;
- Annually at the Statement/ EHCP review;
- Through Parent Voice.

Student's involvement in their education

Students have the opportunity to consult about their education through:

- Learning conversations with their teachers;
- Giving their views for Statement/EHCP annual reviews and where appropriate attending;
- Attending taster days and transition events;
- Through the Student Council;
- Student Voice.

The annual review will give the opportunity for parents, carers, students, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify outcomes for the future and to plan who and what will need to happen to achieve success.

Preparing for the next steps

Preparing our students for the next stages of their lives is hugely important. This can be transition to a new class in college, having a new teacher, moving on to another college, or an apprenticeship or university. South Devon UTC is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Transition to the South Devon UTC involves a range of activities during the summer term of Year 9 to enable students to familiarise themselves with the college and feel more secure and contented about the transition. Additional transition days are arranged with the SENDCo or Inclusion Lead where required.

Transition to future settings begins in Year 10 with the start of a Transition Plan which will be discussed at each Statement/EHCP Annual Review. Students will investigate different settings from Year 10 onwards; through consultation with parents and other professionals a future setting is decided. In Year 11, Careers South West also attend annual reviews to help support students in preparing for future careers.

Funding for SEND

We receive a fixed sum for each student at the college and in addition receive top-up funds depending on the level of a student's need. There are also other sources of funds we are able to use with specific students, such as those that are looked-after or in receipt of free college meals.

Arrangements for handling complaints from parents of children with SEND about provision

Most concerns are easily resolved through informal discussions with the class teacher. When the situation is more complex parents/carers should raise concerns with the SENDCo in the first instance. Should the situation remain unsatisfactory the Headteacher will be made aware of the problem and a Student Support Meeting arranged. Where concerns remain parents are referred to the Complaints Policy on the South Devon UTC website.

The Devon Local Offer

Devon's SEND Local Offer is the education, health and social care services and support for children and young people with special educational needs and disabilities (SEND) from birth to 25. The link to this local offer is:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Another useful link is Devon Information and Advice Support for SEND (DIAS), which provides impartial information and advice, to support children and young people aged 0 – 25 years, with SEND and their parents and carers:

<https://www.devonias.org.uk/>

EMAIL: devonias@devon.gov.uk

TEL: 01392 383080

Useful document:

South Devon UTC's SEND Policy on the UTC website

If you have any questions about our contribution to the Devon Local Offer please contact:

Clare Bamford (SENDCo) on 01392 383000

