

Special educational needs (SEN) information report

Establishment Name:	UTC Heathrow
Report Compiled by:	Mr Aaron Sohi
Date completed:	22.2.2023

This report details our arrangements for admitting and engaging with SEND learners. The report complies with [section 69 of the Children and Families Act 2014](#) and [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#), where appropriate. This report also complies with section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#). The report also provides information as to the plan prepared by the governing body or proprietor under [paragraph 3 of schedule 10 to the Equality Act 2010](#).

The information published is normally updated annually however any changes to the information occurring during the year will be updated as soon as possible.

Name and contact details of the SEN co-ordinator

Any concerns or complaints are encouraged to be raised firstly with the form tutor or class teacher or any members of staff involved in the matter. If the issue is not resolved please contact the SENCO or the head teacher directly regarding the SEN query.

Head Teacher: Mr W Edwards

Wayne.Edwards@heathrow-utc.org

SENCO: Mr A Sohi

Aaron.Sohi@heathrow-utc.org

SEN Governor:

Sarmin Hossain SEND Governor Sarmin.Hossain@brunel.ac.uk

The kinds of special educational needs for which provision is made at the school

At UTC Heathrow provision is made for four broad areas of need. Under Special Educational Needs and Disability Code of Practice: 0-25 years the areas are as follows:

- Communication and Interaction needs – e.g., speech, language and communication needs (SLCN) and slower processing difficulties as well as learners with autistic spectrum conditions (ASC)
- Cognition and Learning needs – e.g., moderate learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia

- Social, Mental, Emotional and Health needs – e.g., attention deficit disorder (ADD), Attention deficit Hyperactivity Disorder (ADHD), attachment disorder or an anxiety disorder.
- Physical and/or Sensory needs – e.g., visual and hearing needs or a physical disability that affects their learning.

UTC Heathrow also welcomes learners with Educational Health Care Plans (EHCPs). Decisions of admission of learners with EHCP are made by the local authority. All applications regarding the admission of the learners with an EHCP must be made to the school and the local authority which would follow consultations.

UTC Heathrow is an inclusive school dedicated to provide support for a number of students with a range of difficulties under all the four categories. Pupils are identified as SEND through the analysis of data, observations from staff and information from parents. UTC Heathrow tries to meet each child's needs and may work with other professionals including occupational therapists, speech and language therapists, educational Psychologists to support those needs. Occasionally where a student has complex learning needs, advice may be required from a more specialist setting but this will be discussed with all professionals concerned and usually as part of an Education, Health and Care Plan (EHCP) meeting. The school maintains a SEND register and records individual student needs and strategies for support. Additionally, we make use of SEND specialist software – Provision Map and Classcharts – to map the provision and support for students and to communicate effectively with stakeholders.

The positive impact of outcomes and effectiveness of the provision for SEN students is assessed in different ways i.e. learning walks, book scrutiny, performance management, consultation with pupils and parents, sharing good practice with other settings, analysis of data, consultations with external agencies and professionals.

Local offer and support services

At UTC Heathrow, we have pupils joining us from a large catchment area. This means that we work with different local authorities, each of which service a different area and provide different services, known as the local offer. In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

The local offer for UTC Heathrow can be found here: <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Connect to Support Website (Hillingdon Local Offer) can be found here:

Website: <https://careandsupport.hillingdon.gov.uk/Categories/133>

The UTC has form tutors who work in liaison with the student, teacher, family, SENDCO and pastoral team to support students' well-being on a regular basis. As well as this, Learning Support Assistants (LSAs), deployed to support SEN students and provide intervention, provide a pastoral support route to students, identifying social needs, problems and providing strategies to resolve them. At times, when required, outside agencies are consulted for UTC Heathrow to receive their more specialised expertise. UTC Heathrow also have relationships with external agencies for example Targeted Prevention Team, Child & Adolescent Mental Health Service (CAMHS) as well as other agencies. Those include:

- Hillingdon Autistic Centre
- Child Protection Advisors
- Educational Psychologists
- Child & Adolescent Support Team (CAST)
- Attendance Advisory Practitioner (AAP) *previously known as Educational Welfare Officers*
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Hillingdon Council
- Hillingdon Inclusion Team

Based on individual needs, UTC Heathrow does complete referrals to consult with outside agencies. The school has an active board of governors who meet regularly to ensure all needs of the school are met. Governors have responsibility for the strategic overview and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEND at the UTC is the responsibility of the Principal, SENDCO and Assistant SENDCO in conjunction with the support of colleagues in the UTC. Governors will make sure that they are fully involved and will undertake review and monitoring of ALET SEND Policy. All governors will ensure that they are up to date and knowledgeable about UTC's SEND provision.

Local Support Services:

SENDIASS: Hillingdon Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS). Supporting families of children and young people with special educational needs and disabilities

Address: 4W/10, Civic Centre, Uxbridge High Street, Uxbridge, UB8 1UW.

Email: sendiass@hillingdon.gov.uk

Telephone: 01895277001

Hillingdon Parent Carers Forum: The voice of parents/carers of children with disabilities and SEN aged 0-25 in the London Borough of Hillingdon

Email: hillingdonpcf@gmail.com

Telephone: 07783579678

Website: <https://www.hillingdonpcf.com/index.html>

Links on where to get support: <https://www.hillingdonpcf.com/links.html>

CAMHS: Hillingdon Child and Adolescent Mental Health Service (CAMHS) provides community mental health services to children, young people up to the age of 18, with complex mental health difficulties, and their families in a range of different ways depending on their needs.

Website: <https://www.cnwl.nhs.uk/service/hillingdon-child-family-and-adolescent-consultation-service/>

SEND Guide: The Department for Education (DfE) has published a document titled "Special Educational Needs and Disabilities, a Guide for Parents and Carers". This document can be accessed online through this link: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Arrangements for the admission and transition of disabled pupils

At UTC Heathrow, learners are identified as having SEND, and their needs assessed through information that is passed on from previous schools, baseline testing and teacher assessments as well as progress data, feedback from teaching staff and observations, interventions showing impact and referrals from parents.

The UTC conducts a comprehensive assessment to identify and assess the Special Education Needs of each student. We ASSESS, PLAN, DO, MONITOR and REVIEW. Students' needs are assessed in consultation with the SENDCO, LSAs, teaching staff, parents, students and other agencies to build up a picture of need. This may be in place already through the process of an Education, Health and Care Plan or maybe initiated during the students' time at school. The progress made by all students is regularly monitored and reviewed.

UTC Heathrow aims to create a safe, happy and caring learning environment for learners to allow all to thrive and achieve. Employees and governors of the UTC Heathrow will endeavour to ensure that all SEND students reach their full potential, are fully included within the UTC Heathrow community and are able to make successful transfers between educational establishments. UTC Heathrow aims to provide a secure transition for learners as they move through their life journey.

The school has been working with the Education development Trust (EDT) and careers advisors have been supporting students through appointments throughout the academic year. All students in year 10 and year 12 undertake work experience during their studies. Also, the Pipeline program has been involving industry partners and companies delivering workshops to students and guidance provision for students interested in undertaking an apprenticeship. There have been career talks delivered as part of the Personal Development Program (PDP) sessions.

If a SEND student is transferring to another school, the SENCO will liaise with the parents/guardians of the child and the SENCO at the next school to ensure that the requested SEND information with the permission of the family of the child are shared and the support can be maintained.

UTC Heathrow welcomes visits from parents of SEND students. The school has various open days throughout the year. If parents/guardians would like to discuss their child's needs they can book an appointment to see the SENCO regarding their query and a transition plan can be put in place personalised for the child.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

UTC Heathrow is committed to enabling all pupils to form positive relationships, develop emotional resilience and develop effective social skills. These skills are developed by various means. In particular, Pupil Personal Development (PPD) weekly sessions for all students has embedded many aspects of emotional wellbeing. As well as this, I.D.E.A (the Inclusion, Diversity and Equalities Association – a group of students working collaboratively across the UTC) have set out a strategy to ensure discriminatory behaviour and language are challenged by all students as well a staff. This will look to develop students' empathy and educate them as to their use of language in inbuilt underlying prejudices that can cause disabled students to be treated less favourably.

There are steps taken to ensure the wellbeing of the children:

- The students have form tutors working closely as part of a pastoral team.
- The school's pastoral team have regular meetings with some children who may need emotional support. Students will be set targets to work towards by on regular basis.
- There is a mentoring program that all students can voluntarily join. Staff mentor students in confidential basis. Also there are peer mentors where students mentor peers.
- The pastoral team oversee the wellbeing of the children. The children are monitored by the team and students are supported on individual basis.
- The LSA monitors aspects of students' experiences through regular meetings and all information is recorded which is followed by action and intervention at times.
- Staff give praise to learners in class and in rewards assemblies, the success of students is acknowledged; motivating students is at the core of the practice at UTC Heathrow. Classcharts provides parents with instant access to their child's behavioural data.
- Training is provided to staff regarding emotional wellbeing and pastoral meetings involve discussions on areas of concern and development.
- SEND students are identified and are given ELSA support to ensure they are equipped with the emotional tools to express themselves.

UTC Heathrow adopts an inclusive ethos and undertakes a range of activities for promoting British values and inclusivity. The school policies are reviewed regularly and all comply with the Equality Act 2010. There is zero tolerance for discrimination or bullying of any kind and the school has an Anti-bullying policy in place that is supported by all staff.

The Pupil Personal Development (PPD) curriculum at UTC Heathrow entails a diverse and broad curriculum has been employing support of charities and guest speakers. Organisations involved include:

- Targeted Programs
- MIND
- Brunel University
- Samaritans

The arrangements for consulting and working with parents of young people with special educational needs in assessing and reviewing progress towards outcomes

Parents of children with EHCPs are invited to annual review meetings where the reports of external agencies are used when required. All parents of SEND learners are invited to provide feedback. Concerns registered by teachers, parents / guardians are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. Regular contact is kept and progress is monitored termly through tracking, parents' evenings and throughout the school year as well as through Provision Map: software that allows parents to access and monitor the targets, intervention and review process quickly and easily.

Progress monitoring in school takes place throughout all three terms. Students are supported through catch up sessions and interventions inside, as well as outside of class. The provisions are tracked and evaluated. If there are concerns regarding the progress of students, the parents are contacted and extra support is agreed to be put in place.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

All students on the SEND register have regular meetings with their allocated LSA, reviewing plans and strategies on a regular basis to monitor impact on progress and update or amend as appropriate. Students with an EHCP are invited to attend their annual review and provide written and verbal feedback related to their lessons and support. In addition to the support provided by the SEND department, we have an open door policy at UTC Heathrow inviting students to come and speak to staff about their difficulties.

At UTC Heathrow, there is passion for student-centred planning and pupil voice. Students are consulted and listened to regarding the resources that may help them and their thoughts on the type of support that they are getting or would like to get. Learners are invited in meetings that is held about them and encouraged to participate in objecting planning, setting outcomes, agreeing to strategies and reviewing their progress.

The facilities provided to help disabled pupils to access the school

UTC Heathrow uses resources and expertise in efforts to minimise any barriers to learning for students. There is effort made to personalise support to suit the needs of individual students. The school will exhaust all resources within the organisation to meet all needs and when required, there are referrals made to professionals that enable specialist support for some learners.

There are few mobility restrictions in Heathrow UTC. The school has disabled access including a lift on site and automatic doors for disabled access. There is adaptable furniture provided when required by any of the students.

SEN learners have access to a broad and balanced curriculum. All students study core subjects and choose an optional subject at KS4 and have access to a range of courses in Maths, Science and Engineering at KS5. All learners access extra-curricular activities such as the Combined Cadet Force (CCF) and other clubs after school.

Actions to increase the extent to which disabled pupils can participate in the school's curriculum

All staff at UTC Heathrow work to ensure that students are offered full access to a broad rigorous continuing professional development (CPD) takes place around learning difficulties supporting teachers to plan lessons that are accessible and lead to progress. Teacher observation and learning walks are regular to ensure providing feedback to staff regarding their practice and effectiveness of the learning environment and the progress of students. Students are observed in lessons and feedback is given to staff regarding new strategies to put in place.

SEND students have full access to all UTC Heathrow activities so far as it is reasonably practical and relates to the student's needs. The school's curriculum involves a hands on approach. UTC Heathrow offers engineering to all students in both KS4 and KS5. All students are able to apply their skills in the engineering workshop. The combination of the hands on approach and theory has enabled students to have opportunities to access the practical aspects of engineering. The school also has a two year inclusion partnership with the inclusion team in the borough enhancing practice of staff through CPD sessions. Staff attend training from the borough and also on INSET days there are training and guidance opportunities.

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school

UTC Heathrow is committed to implementing feedback from appropriate stakeholders to develop and improve the school site in a way that meets the needs of our students. We have disabled toilets on every floor, a lift that ensures students can access all facilities and the space to ensure that disabled students are able to move freely around the school site.

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The curriculum/learning environment may be adapted by grouping learners based on target levels of progress, differentiated resources and teaching styles, appropriate choices of texts and topics suitable for the learner's needs, access arrangements for tests, additional adult support and adapted equipment when required.

The school is prepared to make adjustments to the learning environment to enhance learning and enable access for all. The SEN students have adjustments in terms of mobility and accessing the curriculum. The school has a range of ICT resources to support learning. Students have a Fujitsu room with computers equipped with various software and apps for learning. Extra intervention is put in place for students when required.