

TITLE: SEND Report	REF: GOV033	School: UTC Reading
APPROVAL BODY: LCG	DATE: March 2022	REVIEW DATE: March 2023
LEAD PERSON: SENDCo//Principal		

UTC Reading SEND Report

1. SCHOOL PROFILE

School summary	Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 119		On Roll: 122		On Roll: 113		On Roll: 117		On Roll: 471	
	No	%	No	%	No	%	No	%	No	%
Non-SEN	10 1	84.9 %	85 %	69.7 %	87 %	77.0 %	86 %	73.5 %	35 9	76.2 %
SEN	18	15.1 %	37	30.3 %	26	23.0 %	31	26.5 %	11 2	23.8 %
E	0	0.0%	2	1.6%	1	0.9%	2	1.7%	5	1.1%
K	18	15.1 %	35	28.7 %	25	22.1 %	29	24.8 %	10 7	22.7 %
EAL	34	28.6 %	17	13.9 %	19	16.8 %	21	17.9 %	91	19.3 %
FSM	23	19.3 %	22	18.0 %	1	0.9%	1	0.9%	47	10.0 %
Services	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
LAC	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
PP	19	16.0 %	18	14.8 %	7	6.2%	2	1.7%	46	9.8%
SEN Needs										
Autistic Spectrum Disorder (ASD)	10	2.1%	18	3.8%	8	1.7%	11	2.3%	47	10.0 %
Hearing Impairment (HI)	0	0.0%	1	0.2%	0	0.0%	0	0.0%	1	0.2%
Moderate Learning Difficulty (MLD)	0	0.0%	1	0.2%	0	0.0%	2	0.4%	3	0.6%
Multi-Sensory Impairment (MSI)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Difficulty/Disability (OTH)	1	0.2%	1	0.2%	2	0.4%	1	0.2%	5	1.1%
Physical Disability (PD)	0	0.0%	0	0.0%	1	0.2%	1	0.2%	2	0.4%

1. SCHOOL PROFILE

SEN support but no specialist assessment of type of need (NSA)	3	0.6%	8	1.7%	4	0.8%	3	0.6%	18	3.8%
Social, Emotional and Mental Health (SEMH)	10	2.1%	9	1.9%	9	1.9%	4	0.8%	32	6.8%
Specific Learning Difficulty (SPLD)	8	1.7%	15	3.2%	13	2.8%	16	3.4%	52	11.0%
Speech, Language and Communication Needs	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Visual Impairment (VI)	0	0.0%	1	0.2%	0	0.0%	1	0.2%	2	0.4%

2. IDENTIFYING PUPILS WITH SEND

Identifying pupils with SEND and assessing needs.

After joining UTC Reading, the following process is undertaken;

1. information from the application form is processed to produce an initial SEND Register.
2. Students and families are contacted individually by the SEND team so we can begin to build a picture of need.
3. School files are requested for those joining the school and, upon receipt, needs are identified wherever possible.
4. Further cross-school testing will be used to make sure that no pupil is ever disadvantaged by changing school and that all needs are identified as soon as possible.
5. As we get to know the pupils, the information will be updated, and this will then form the working SEND Register.
6. Parents/Guardians and students will have the option available to them for ongoing consultation via provision map to establish support needs, and this will be considered in balance with professional reports and information available.

A staff referral form is in use to allow staff the opportunity to refer students who they believe haven't been identified via admissions process or in previous schools and are showing signs of additional need within the class. Staff submit the form online, and all submissions are discussed in the pastoral leadership group meeting with all professionals. An action is decided in the meeting for the student and is communicated back to the staff member.

What happens once a child is identified;

Based on child SEND need, several options are discussed with the SEND team and pastoral team. Options include, but not limited to, further assessment, pastoral support intervention or referral to external agencies.

2. IDENTIFYING PUPILS WITH SEND

We are in the process of developing a flow chart to formalize the process.

3. PROGRESS MADE BY PUPILS WITH SEND

yr11

Data below represents yr10AP1 compared to yr11 AP2 per subject. Categories into SEND, Non SEND and EHCP.

Final two columns show a difference of progress between SEND / EHCP and Non SEND. From yr10AP1 and yr11AP2

- Darker red colors indicate less progress compared to Non SEND (2 grades)
- Light red indicates less progress compare to non SEND (1 grade)
- Green indicates a maintenance progress in line with non SEND
- Dark green indicates an increase in progress rate compared to Non SEND

Data shows subjects where SEND children aren't making as much progress as peers, and those that are progressing at the same rate or at an accelerated rate. Gernally, SEND students are making progress in line with their peers.

*EHCP data is of two yr11 students. One of which was placed at UTC via tribunal process as we highlighted inability to meet his need due to not being able to offer a low enough level of qualification for the student to access and achieve at.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

Current yr11 Feb 2022	Name	Average Grade	Average Grade	Average Grade	difference between SEND and Non SEND	difference between EHCP and Non SEND
GCSE art and design	yr11PPE1	4+	3+	2=	-1	-2
	Y10 AP1 >	3+	3+	3=	0	0
GCSE Biology	yr11PPE1	5=	4+	4=	-1	-1
	Y10 AP1 >	4=	4-	3=	0	-1
GCSE Chemsitry	yr11PPE2	5=	5-	5+	0	0
	Y10 AP1 >	3+	3=	3=	0	0
GCSE Comp Sci	yr11PPE2	5=	4+	4+	-1	-1
	Y10 AP1 >	3+	3+	3-	0	0
GCE english Lang	yr11PPE3	5-	4=	4=	-1	-1
	Y10 AP1 >	4-	3+	3-	-1	-1
GCSE English Lit	yr11PPE3	4+	4-	4-	0	0
	Y10 AP1 >	3+	3=	2+	0	-1
GCSE Geo	yr11PPE4	5-	5=	5-	0	0
	Y10 AP1 >	4+	4=	5=	0	1
GCSE Histry	yr11PPE4	4+	4+	5=	0	1
	Y10 AP1 >	4-	3+	5-	-1	1
GCSE Maths	yr11PPE5	5=	4=	6=	-1	1
	Y10 AP1 >	4=	3+	4=	-1	0
GCSE Phycis	yr11PPE5	6=	5=	4+	-1	-2
	Y10 AP1 >	3+	3=	3+	0	0
L2 OCR cambridge nationals	yr11PPE6	L2P	L2P		0	
	Y10 AP1 >	L1D	L1D		0	
	yr11PPE6	M=	M-	M=	0	

EAL L2 First cert in engineering	Y10 AP1 >	P+	P+	P=	0
NCFE L2 tech award in buisness	yr11PPE7	L2P+	L2P=		0
	Y10 AP1 >	L1D*+	L1D*=		0

Level 3 Qualifications On Track summary

Name	SEN	yr12 PPE2 Average Grade	yr13 AP2 Average Grade Compare	grade difference (SEND / EHCP vs non SEND) ppe 2	grade difference ap2
- A Level Art and Design:Three Dimensional Design	N	C-	C+		
- A Level Art and Design:Three Dimensional Design	SEN Support	C=	B+	0	1
- A Level Biology	N	D-	D+		
- A Level Biology	SEN Support	C=	B-	1	2
- A Level Business	N	C-	B+		
- A Level Business	SEN Support	C-	B=	0	0
- A Level Chemistry	EHCP	B=	A=	1	1
- A Level Chemistry	N	C=	B=		
- A Level Chemistry	SEN Support	C-	B=	0	0
- A Level Computer Science	EHCP	C-	C-	0	0
- A Level Computer Science	N	C=	C=		
- A Level Computer Science	SEN Support	C-	D+	0	-1
- A Level English	N	C+	B=		
- A Level English	SEN Support	B=	A=	1	1
- A Level Further Maths	N	E+	B-		
- A Level Further Maths	SEN Support	D=	A=	1	1
- A Level Maths	EHCP	E-	C=	-1	-1
- A Level Maths	N	D=	B-		

- A Level Maths	SEN Support	D-	C=	0	-1
- A Level Physics	EHCP	U	D=	-2	-1
- A Level Physics	N	D-	C+		
- A Level Physics	SEN Support	E=	C+	-1	0
- Core Level 3 Maths	N	C-	C=		
- Core Level 3 Maths	SEN Support	C=	C=	0	0
- L3 NQF BTEC Extended Diploma In Engineering	N	Merit=	Merit+		
- L3 NQF BTEC Extended Diploma In Engineering	SEN Support	Merit+	Dist+	0	1

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Graduated response

> Provisions

Provision map is used to monitor provisions in place and the impact these have on our students. Provisions are identified into waves to ensure a graduated response.

The first wave focus is on quality teaching and supporting SEND students to access the teaching via passive support e.g. laptops in class. The second wave is for individuals that don't make progress with outstanding teaching. The second wave focus is on general internal support mechanisms e.g. ELSA sessions, lunch club, LSA learning review meetings. The third wave is highly specialised intervention for students that continue to make reduced progress compared to peers despite wave 2 interventions. E.g. animal farm intervention, mental health surgery, educational psychologist intervention.

The flow chart in development clarifies the graduated response and waves of intervention available and will be used to ensure that all staff within the pastoral and SEND team are able to ensure that no child is left behind.

> Asses, plan, do, review.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Learning plans – Learning support assistants meet with an allocated group of students individually once every two weeks and conduct a learning review. The review is focused on developing targets for students to work towards that is based on their SEND needs. The set up of the learning review cycle is in an assess, plan, do and review cycle. The focus is on what the student can do to improve their own outcomes and progress on individual targets they have built with the LSA. In post 16, the focus is on destinations. Parents have access to all these plans and the reviews on provision map and can comment on the learning plan.
- Student need and pupil passports – student passports are built according to process above. They are available to be read and commented on by parents via provision map to allow continuous opportunity for update via the LSA team. Parents are contacted once every academic year to actively prompt review and update the pupil passport by a member of the LSA team.

> **Statutory assessments**

2 EHCP needs assessment applications have been submitted to the local authority this academic year. One in yr11 and one in yr10. both have been approved for assessment and are currently ongoing.

> **Governor meetings**

We have only met once so far this academic term. A further learning walk has been scheduled to review SEND provision and implementation, however I am not onsite due to covid related reasons. It has been postponed.

5. SEND FUNDING

See provision report for breakdown of costings of provisions so far this academic year;

SEN budget is managed by the SENCo. Orders placed onto Mondas via SEND admin assistant and approved by SENCo. Orders above authorization limit is approved by deputy head. Additional funding from the local authority is requested at EHCP review is required, and if approved applied for by the SEND admin assistant and is placed into SEND budget for use.

6. STAFF DEVELOPMENT

The staff development that has been offered on SEND, including continuing professional development (CPD)

See attached report

Reviewing of impact of CPD is an area of weakness. Currently method of review is to look at feedback from key stakeholders yearly. Plans need to be made to address this. Work with Teaching and learning to develop strategy to work jointly to review / monitor.

Any issues relating to time and resources to enable the SENCO to carry out his or her duties

Ongoing discussions with SLT about time resource hindering SENCo to carry out duties. 18 hours teaching (including enrichment) a week is current allocation. According to NUT charter for SENCo's, the appropriate number of hours for a school should be based on our number of SEND children, SEND funding levels and percentage turnover of students. With UTC Reading data, this equates to a recommendation of 11 hours teaching.

Financial resources are not currently hindering SEND development or support for students.

6. STAFF DEVELOPMENT

7. WORK WITH EXTERNAL AGENCIES

This section of the report could cover:

From 1/8/2021 to 1/8/2022

	Pupils	Average outcome	Note	Area of concern	Provision description	Intended outcome
External intervention						
Adviza 2021-2022	5	0	No progress made yet	Cognition and Learning Needs, social emotional and mental health, sensory and physical	Additional 30 minutes with careers adviza to provide ample opportunity for students and family to explore together the options for next steps with impartial advice and expert.	students to have sense of direction and an aim to work towards, thus giving a sense of fulfilment in life, and enhance self worth / confidence, as well as provide long term goals in education.
Heroes Berkshire yr10	1	0	No progress made yet	Social, Emotional and Mental	Animal farm intervention program. bi weekly. small group	improved emotional and mental health. allowing students to have sessions without pressure of success. lead to better engaged with

7. WORK WITH EXTERNAL AGENCIES

				Health Difficulties	intervention. students taken off site to work with animals, helping to look after them	lessons and attendance at school. build stronger relationships with staff that support the students. expose students to methods of managing their own anxieties and mental health.
Heroes Berkshire yr11	9	0.56	Made some effort and progress is being madee	Social, Emotional and Mental Health Difficulties	Animal farm intervention program. bi weekly. small group intervention. students taken off site to work with animals, helping to look after them	improved emotional and mental health. allowing students to have sessions without pressure of success. lead to better engaged with lessons and attendance at school. build stronger relationships with staff that support the students. expose students to methods of managing their own anxieties and mental health.
Mental health surgery's (Schools link project) 2020-2021	3	1	Made some effort and progress is being madee	Social, Emotional and Mental Health Difficulties	Primary mental health worker and educational psychologist sessions with teachers to review support in place and create action plans	to provide enhance support to students within school by trusted adults, to boost engagement with educational and support mental wellbeing
Mental health	1	0	No progress	Social, Emotional	Primary mental health worker	to provide enhance support to students within school by

7. WORK WITH EXTERNAL AGENCIES

surgery's (Schools link project) 2021-2022			made yet	and Mental Health Difficulties	and educational psychologist sessions with teachers to review support in place and create action plans	trusted adults, to boost engagement with educational and support mental wellbeing
2021/2022 Counselling with No 5	12	0	No progress made yet	Social, Emotional and Mental Health Difficulties	A Service offering confidential support to students in respect of their wellbeing and mental health	For students to feel supported with their mental health and wellbeing
2021/2022 School Nursing Service	10	0	No progress made yet	Social, Emotional and Mental Health Difficulties	Someone students can confidentially talk to and trust who can give advice and support for emotional wellbeing, healthy lifestyles, dietary advice, sexual health, substance use	To feel supported with his mental health and wellbeing

7. WORK WITH EXTERNAL AGENCIES

					and relationships	
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Concerns

- Need to enhance method of monitoring all external services input. Currently is split between pastoral and SEND team with two different methods (provision map and excel spreadsheet) Is on my agenda with Jax to address in line management. More time is needed by myself to work on this.
- Often we are week at reviewing impact of external services with tangible data.
- Alternative provision availability is limited at times across the local authority
- Difficulty with finding time in a timetable for alternative provision that doesn't impact core lessons. Contributes heavily to the justification for selecting students that may benefit from the provision.