

TITLE: SEND Report	REF: GOV033	School: UTC Oxfordshire
APPROVAL BODY: LCG	DATE: March 2022	REVIEW DATE: March 2023
LEAD PERSON: SENDCo Julie White-Zamler		

SEND Report

1. SCHOOL PROFILE

WHOLE SCHOOL SEND PROFILE (2021-22)

Key Stage	Year	SEND (K)				ASD	AA in Exams	Seen CAMHS	PP or FSM	Services	LAC	Medical (only)	EHCP	Young Carer	EHA/TAF/CIN	ADHD	High Level Needs
		SEMH	C&I	C&L	Total												
4	10	15	15	12	31	7	51	32	25	5	1	3	4	3	3	5	21
4	11	21	20	27	68	17	53	22	20	2	1	1	7	9	14	6	16
4	12	3	8	3	14	5	21	11	8	0	0	0	0	1	1	0	1
5	13	0	4	13	18	2	20	4	6	0	0	0	2	0	0	0	2

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
47	13	55	2	39	10	42	13

2. IDENTIFYING PUPILS WITH SEND

At transition we carry out a number of activities to screen for SEN:

- We use CATS assessments to identify students with uneven cognitive profiles across types of reasoning needed for learning (verbal/non verbal/spatial and quantitative)
- We screen pupils for literacy-based SEN (GL Reading assessment and dyslexia testing when possible undiagnosed issues are identified)
- We screen pupils for SEMH and C&I needs using a questionnaire
- We hold transition meetings with parents/students of incoming Year 10 students, who indicate that they have SEN at the application stage
- We read student files once they come in and request additional information from external agencies and previous school as needed
- Disabled students and students with medical issues are logged and medical notices made for all staff and plans are made to ensure students receive support appropriate to their specific need. When appropriate the SENSS Physical Disability assessment team or the Elective Home Education Services or SENDIASS) are involved

3. PROGRESS MADE BY PUPILS WITH SEND

This should be a general overview and pupils should not be named.

You may wish to include a breakdown of progress data, relevant to your school type and phase. The example below can be adapted to your context.

You could also describe the impact of particular interventions that have been successful in enabling pupils with SEND to progress.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	English	Mathematics	Triple Science	Combined Science
Pupils with SEND	79% 4+ 55% 5+	85% 4+ 62% 5+	100% 4+ 87% 5+	83% 4+ 54% 5+
All students	83% 4+ 62% 5+	88% 4+ 69% 5+	100% 4+ 88% 5+	80% 4+ 54% 5+
Attainment gap	Language +0.67 Literature -0.3	+0.85	Biology -0.53 Chemistry +0.13 Physics 0.25	+1.0

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

SEND Support At the Universal Level (all students)

- We have clear curriculum pathways at KS4 and 5 which consist of carefully designed curriculum combinations which ensure that students' study subjects relevant to them and which are delivered in a way that makes them accessible
- Quality-first teaching is provided with appropriate, targeted differentiation in place according to student need. Whole school CPD supported the development of teaching and learning skills needed to meet the needs of all learners using the SEN reflection framework. The theme for 20/21 was 'Knowing the learner'.
- Additional adult class support is provided in our core subjects of English, Mathematics, Science and in all option subjects and also the Engineering specialism where appropriate to complement and enhance the work of the class teacher.
- We have reduced class sizes where appropriate and the use of small group work.
- Our teachers and support staff are trained by experts on how to address barriers to learning linked to SEN needs (common to the typical cohorts at UTC Oxfordshire) during regular CPD training sessions throughout the school year and the SENCo offers support to address progress concerns when requested.
- Staff are trained on the use of screening data to identify barriers to learning and to 'know' learners in terms of how their learning needs are likely to present

At the Targeted Level

- We use our setting within the curriculum pathways to ensure that class groupings reflect student need. In our technical pathway; we group students together that behave in a similar way to ensure that teachers are more able to plan learning to meet needs. We have one set with C&I and extraverted SEMH needs, and underlying literacy issues and one set with the same needs, yet introverted. By splitting these learner types we can ensure both groups' needs are met and that teachers feel more able to meet a less varied need.
- Targeted provision is provided to groups with common needs where appropriate through targeted, time-limited programmes.
- We provide targeted interventions for groups of students with similar needs. For example, students with communication and interaction and social emotional and mental health needs take part in weekly group sessions dealing with anxiety, anger, social confidence and resilience. Students with difficulties affecting reading and writing are provided with specialist support to address their weaknesses. Specifically, they have 3 thirty minute sessions each week to improve their word recognition, reading age and confidence and fluency with reading (using Reading Plus software) and also given help with formulating pieces of writing – they complete a functional skills programme in place of English Literature.
- In addition, students that need specialist classroom intervention have a learner profile on Progresso, which details the specific support they need within the classroom as well as external agency and specialised support they are receiving

At a Personalised Level

- Students identified as having high SEN needs for SEMH receive bespoke interventions delivered by pastoral support team, who are trained by CAMHS, and a clinical counselling team, who support students to develop their basic skills of self-regulation and resilience which underpin readiness for learning.
- Students identified as having high literacy needs received specialized support using Dyslexia Gold, Nessy Fingers
- During 21/22 5 statutory assessments for EHC plans were submitted and all were successful. One student moved to Devon before the plan was issued.
- High Needs funding of £74,000 has been obtained from the SEN office for students with EHC

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

plans. This pays for TA and Alternative Provision support as needed. A further £30,000 has been achieved through the IYFAP (OCC Inclusion) panel for students at risk of disengagement and/or exclusion.

- There have been no meetings with the SEND governor due to CV-19

5. SEND FUNDING

This section could tell governors:

- The school's SEND delegated budget and High needs funding is used in three key ways
- to employ a team of 6 TA/pastoral support workers who deliver support for all student that need bespoke and targeted interventions.
- Class sizes are kept relatively small (under 25) and in particular technical sets are smaller (under 20) to ensure students receive adequate support.
- We pay for a subscription to Reading Plus to support the development of reading skills
- The responsibility for this lies with the SENDco.

6. STAFF DEVELOPMENT

This section of the report could cover:

- The staff continuing professional development (CPD) programme included 14 sessions on how to get to know learners better (and their needs) using data and also their presentation in the classroom. These sessions were spread throughout Terms ½. The programme terminated when the lead ofr CPD left in January and no-one took over the lead for staff CPD
- The SENCO is also Assistant Principal for Pastoral care and teaches 13 hours per week. The allocation for this role means that activities specific to SENCco are very limited due to time allocated by the Principal and ALET. This lack of resource/commitment has not been corrected despite the fact it has been repeatedly raised by the SENCo.

7. WORK WITH EXTERNAL AGENCIES

The OCC local offer for SEN students <https://www.oxfordshire.gov.uk/residents/children-educationand-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Alternative Provision directory: <https://schools.oxfordshire.gov.uk/cms/content/alternative-provisiondirectory#main-content>

We involve health and social service bodies, local authority support services and voluntary organizations, in meeting the needs of students with special educational needs and in supporting the families of such students through the EHA and TAF process. We have been trained by the LCSS team to lead multi agency meetings and co-ordinate provision for

7. WORK WITH EXTERNAL AGENCIES

Details of Specific External Support Services Involved:

Bryony Landsbert – Educational Psychologist

SENS – Communication and Interaction Team

Aquarius – Support with Substance Use and for Families whose adults use substances

Counselling – TAB and Didcot Counselling Services

The SAFE Project - Victim Support

CAMHS – Oxford Health

OSARCC and Horizon – Oxford Health

The Oxford Hospital School

Back on Track

Individual Careers Advice

NEET

Alternative Provision Settings:

- Heros Horse Farm
- ACE Training – Pre-apprenticeship programme
- Reading Auto Skills
- SOFEA
- TRAX Motor Project

Sally Ecclestone – SEN assessor

We engage our students' parents/carers in assessing and reviewing the progress of their children with special educational needs as per the SEN code of practice a minimum of three times a year. As part of our transition work we offer meetings with parents at which we seek to understand our students' needs and a minimum of three further parents meetings take place each year at which views on students' progress and the support package is taken into consideration.