TITLE: SEND Report	REF: GOV033	School: UTC Swindon
APPROVAL BODY: LCG	DATE: March 20th 2023	REVIEW DATE: March 2023
LEAD PERSON: SENDCo: Jayne Rafferty /Executive Principal: Sam Knowlton/ Head of School: Neil Pouney /Sam Knowlton		

SEND Report

1. SCHOOL PROFILE

32% of the whole school population of UTCS, experience special educational needs or disabilities (SEND) and are therefore placed on the SEN register. This figure surpasses the national average.

The college is small and this is possibly one of the key factors in parents/carers and young people deciding that the college is a good 'fit' for them; feeling that the challenges they experience will be better known by staff and their learning will be customized to their need.

The strong reputation for good pastoral care also attracts students who may feel overlooked and overwhelmed in a larger setting.

As can be seen below, there are comparatively few students who are in receipt of an EHCP with the highest number within Year 10.

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
22	5	19	1	15	1	2	0

	C and L	Comm and I	SEMH	PHY/ SEN S	FSM	YC	LAC	EHC P	Med	Serv	Soc Serv
Year 10	10	8	7	1	19	9	0	5	3	1	3
Year 11	6	5	8	1	14	4	2	0	8	1	1
Year 12	5	4	0	0	4	0	0	1	2	0	0
Year 13	0	3	0	0	0	1	0	1	1	0	0/

(C and L: Cognition and Learning/Comm and I: Communication and Interaction/SEMH: Social and Emotional Mental Health/Phy or Sens: Physical or Sensory/ FSM: Free School Meals/YC: Young Carers/LAC: Looked After Children/EHCP: Education and Health Care Plan/Med: Medical/Serv: Service Family/Soc Serv: Social Services Involvement.

NB: There is a slight discrepancy with figures as some students have more than one need. There are further students who experience SEMH, but this is a secondary need.

The SEN team comprises of:

- Hollie Danby: Deputy Principal who has overall oversight

  hdanby@utcswindon.co.uk

- Leonie Timperley: Head of Key Stage 4.

  ltimperley@utcswindon.co.uk

- SENCO/Assistant SENCO

  Jayne Rafferty/Stacy Smith

  hblandford@utcswindon.co.uk/stsmith@utcswindon.co.uk

- Kay Hunt (Mental Health Lead/ELSA Practitioner/Learning Mentor))

  khunt@utcswindon.co.uk

- One of our Learning Mentors, also has the role of Assistant SENCO

- Clair Dallamore: Governor with responsibility for SEND

2.   IDENTIFYING PUPILS WITH SEND

How the school identifies pupils with SEND

Four broad descriptors cover the main areas of Special Educational needs.
 1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they;
- Experience difficulty communicating feelings or verbal cues
- Experience difficultly understanding what is being said to them
- Experience difficultly understanding or using social rules and cues of communication.

2. Cognition and Learning

Students will be considered to have difficulty with cognition and learning if they experience one or more of the following;
- General/Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

3. Social, emotional and mental health difficulties

Children and young people will be considered to experience social, emotional and mental health difficulties if they experience difficulty with healthy behaviours. These behaviours may include;
- Being withdrawn or isolated,
- Displaying challenging, disruptive or disturbing behaviour.

Furthermore, students will be considered to experience social, emotional and mental health difficulties if they are exhibiting (or are diagnosed by a professional) with behaviours which may relate to underlying mental health difficulties such as;
- Anxiety or depression,
- Self-harming,
- Substance misuse,
- Eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder
- Attention deficit hyperactive disorder
- Attachment disorder.

Sensory and / or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Students will be considered to have a sensory or physical disability if they experience;
- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

There may well be some students in college who may be underachieving but will not necessarily have a special educational need. It is the responsibility of the college to identify this promptly and ensure that appropriate interventions are implemented.

There will be other students who will be identified as having a Special Educational Need which MAY lead to lower-attainment, but not necessarily to under-achievement. Again, it is the college's responsibility to ensure that pupils with SEND are provided with the maximum opportunity to attain and achieve in line with their fellow students.

2. IDENTIFYING PUPILS WITH SEND

It is necessary to distinguish between 'under-achievement' which is often caused by a poor early learning experience and special educational needs. It is vital that these needs are accurately assessed and appropriate support put in place which addresses the fundamental causes of any learning difficulty.

Student's needs will need to be identified early and met as soon as is realistically possible.

UTC Swindon uses a variety of methods to determine if a child
has a Special Educational Need including:

- Analysis of pupil data such as entry profiles from former secondary schools, reading and spelling ages and other whole-school pupil progress data.
- Conversations with sending schools, parents/carers prior to entry to both Year 10 and Year 12
- Data from classroom based assessments and monitoring. (Cycle of assess-plan-do-review)
- Tracking student progress over a period.
- Input from parents/carers
- Liaison with former schools/colleges
- Information from outside agencies
- A more detailed assessment including a range of appropriate and current testing material. It may be necessary to use a bilingual assessment where English is not the student's first language.
- The completion of an Early Help Record when there is a significant Special Educational or pastoral need.

Other factors as outlined below, do NOT constitute SEN, but may impact upon progress and attainment.
- Disability (see Code of Practice: reasonable adjustments)
- Attendance and punctuality
- Health and Welfare
- EAL
- Receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of parent/carer in armed forces.
See above

3. PROGRESS MADE BY PUPILS WITH SEND

This data is based on Year 11 Leavers 2022

		English Language	English Literature	Maths	Biology	Physics	Chemistry
Pupils with SEND (20 students)	4+	45%	45%	60%	80%	60%	50%
	5+	20%	15%	30%	36%	25%	20%
Pupils without SEND (47 students)	4+	51.10%	45.70%	59.60%	63.80%	57.40%	53.20%
	5+	25.50%	19.60%	38.30%	31.90%	27.70%	19.10%
Attainment gap	4+	6.100%	0.700%	-0.400%	-16.200%	-2.600%	3.200%
	5+	5.50%	4.60%	8.30%	-4.10%	2.70%	-0.90%

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

How the school is targeting support for pupils with SEND and the implementation of the graduated response.

A Graduated Approach to SEN Support

Where students are underachieving and/or identified as having Special Educational Needs, the college provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Wave One: Quality First Teaching

- At UTC Swindon, it is emphasised that all teachers are teachers of SEN and subject staff have the highest expectations for the progress of all their students.
- Quality First teaching can be defined as excellent, targeted classroom practice.
- Teaching will be delivered in a variety of formats to ensure that all students are fully involved in the learning.
- All teachers are responsible and accountable for the progress of their students, including those who access support from teaching assistants or specialist staff.
- High quality teaching with differentiation is the first step in responding to students who have or may have SEN. Additional intervention programmes cannot compensate for a lack

of rigorous teaching.
- Specific strategies may have been suggested by the SENCo, Learning Mentors or outside agencies to support students' learning.
- Staff are expected to track the progress of all pupils and then liaise with the SEN team if there are concerns or gaps in learning. If this is the case, intervention will be implemented to ensure that learning is supported.

Wave Two: Specific One to One/Group Work

- Sometimes it is necessary to provide some more intensive teaching, outside the classroom. These small group sessions may well be delivered by a Learning Mentor. Occasionally, subject teachers are asked to provide additional support on a short-term basis if specialist knowledge is required to reinforce learning.
- These small group sessions will be reviewed on a regular basis to ensure that students make expected progress.
- Reading Plus, a reading recovery programme was introduced in September 2021. All students participate in three 30 minute sessions per week.
- Certain students experience mental health difficulties at times. The college has two ELSA (Emotional Literacy Support Assistants) practitioners, one of whom is also UTCS's Mental Health Lead who work with students on a regular basis. Young people are referred by the Deputy Principal, the SENCO, the Head of KS4, subject staff or through self-referral. Students are signposted to other agencies, if it is felt that their needs warrant more specialised intervention.
- The ELSA Hub is a safe haven for students with a high level of need.
- The Pastoral Hub also offers a safe haven for students when they need to use their exit cards or as a respite during break times, if they experience sensory needs.

Wave Three: Specialist interventions led by outside agencies and/or individual support.

The Code of Practice (2014) places students at either SEN, or Education and Health and Care Plan.

Pupils will be offered additional SEN support when their needs require intervention which is 'additional to 'or 'different from' the well differentiated curriculum.

This may include input from Local Authority agencies such as:

- Sensory Service (for students with a hearing or visual need)
- ASD outreach team (Autistic Advisory service)
- School Nursing Service (for core needs such as Health Care Plans)

Outside agencies such as:
- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- TaMHS (Targeted Mental Health Service)
- Youth Engagement Service
- SMASH (mentoring programme)

- Study Higher
- ASD Advisory service
- CAHMS
- STEP

(see section 7 for more information)

Students will have been identified as needing additional input either from concerns raised by subject teachers, support staff, the SENCo, or by parents who have raised their concerns.

Parents will be invited to either attend a face-to-face meeting, a telephone discussion or a Teams meeting can take place. Parents will always be consulted in order to gain their permission for their child to be referred to a specialist.

The specialist professional will work with students and make recommendations which may include.

a) A group, overseen by school staff under the guidance of an outside professional (e.g. a social skills group)
b) Making changes to the way students are supported within college, perhaps introducing some individualised support, or making changes to teaching methods in mainstream classrooms.
c) Suggestions for more focussed target setting.
d) Group or individual work with an external professional

Wave Three – Education Health and Care Plan

- For a minority of students, their educational needs cannot be met within the college budget and therefore a request is made to the Borough for an EHC Plan.
- At this stage an Early Help Record will be implemented and outside agencies will be consulted for their advice and input. The Educational Psychology service may carry out an in-depth assessment, offering advice, strategies and recommendations if deemed appropriate.

- UTC Swindon will send the request for an EHC Plan to the SEND Assessment Panel who will then decide if they feel the student's needs are complex, severe and lifelong and warrant a statutory assessment. If the request is deemed appropriate, the required assessments will be actioned within the 20 week statutory time frame.If the request is declined, support will continue at the former level.

Student Profiles

- All students with an EHC Plan will require a Student Profile, which in addition to the above, will contain SMART targets/outcomes which will be reviewed on a termly basis, as detailed in the Assess - Plan- Do – Review cycle.

SEND Information Sheets

Information on all students is communicated to staff through the SEND information sheets, which

are updated on a regular basis. These include details of need and strategies that might be useful in the classroom.

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Pupils with an Education and Health Care Plan, will have access to all provision outlined above, but in addition to this will have an Annual Review of their EHC Plan. They will also be in receipt of Additional Needs funding which may well be used to fund the support of an extra adult in the classroom or workshop. Parents, carers, the student and the college can have some input into a discussion as to how the funds are best allocated.

UTC Swindon follows all the procedures and time scales as outlined in the SEND regulations 2014.

Monitoring and Assessment of Progress for Pupils with Additional Educational Needs.

The monitoring of learners who encounter barriers to their learning is carried out in the following ways.
- Through the college's generic processes for tracking the progress of all pupils.
- Through regular marking and assessments by the subject staff.
- Records of progress are distributed at Academic Review events, where parents are invited to meet with staff to review progress. The SENCo is available upon request.
- Students are assessed at the start of Year 10, through CATS tests. These results will then inform the AEN Information Lists that are circulated to staff.
- The data resulting from the Reading Plus programme will be analysed at the end of the academic year.
- The SENCo will also monitor any additional or individual work that has been implemented.
- Classroom observation by SENCo or members of the AEN team.
- Tracking of SEN students on college assessment data, monitoring progress.
- Monitoring of attendance and behaviour records through Progresso and in liaison with college's attendance officer.
- At the end of Key Stage 4 and 5, all students are required to be formally assessed through

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

external examinations. (GCSEs, A Levels and NCFE/Pearson qualifications) The government requires all schools and colleges to publish their results nationally.

- Students who have an EHC plan will have their targets reviewed at the above meetings.
- The progress of students with an EHC Plan is also reviewed through an Annual Review meeting and the paperwork then submitted to the Borough. The 'student voice' is heard through the pupil preparing a presentation concerning how they perceive their progress, as outlined by the prescribed headings in the Annual Review documentation. Parents are invited into college prior to the meeting so that they can add their contribution.
- Annual SENCo reports to Governors

Managing the SEN register

- Students will be placed on the SEN register if they are receiving intervention 'in addition' to and 'above from' the mainstream curriculum.
- Registers are reviewed on a regular basis.

5. SEND FUNDING

How the school's SEND funding is allocated and spent

- The college's SEND funding is allocated by the Borough/County Council in which the student resides. Funding is allocated according to Banding Descriptors, with each descriptor having a dedicated funding amount, according to need. This is in addition to the notional SEN funding.
- The Executive Principal is responsible for the allocation of funding.
- Currently, the majority of these finances are spent on the salaries of our two Learning Mentors.
- SEND funding has also been spent on training and supervision for ELSA (Emotional Literacy Support Assistants)

Pupil Premium

Students who are eligible for Pupil Premium have been supported in the following ways:

- Provision of revision guides in preparation for forthcoming GCSEs
- Assistance with business wear as appropriate.
- Subsidising college visits when necessary.
- Subsidising PPE for the workshops
- Reading Plus programme

6. STAFF DEVELOPMENT

Whole Staff Training

Staff at UTCs have been involved in a number of training sessions relating to SEND.

- The SENCO led the beginning of term refresher to SEND, covering the key areas such as the graduated response, the four key areas of SEND and the implementation of the above within the college.

- This session also included an introduction to both new students with an EHCP and those who have been flagged up by their previous school as experiencing a high level of need.

- All staff also participated in an update from the Hearing Advisory Service, in connection with a profoundly deaf student in Year 12. This student has subsequently left UTCS

- SEN information sessions commenced, focusing on ASD and the strategies that might be successful with specific students. These will be held on a termly basis, in conjunction with other training.

- The college's designated EP delivered training on neurodevelopmental conditions such as ASD, Attachment Disorder and ADHD. These sessions took place over a number of weeks

- One of our Learning Mentors led a session on trauma and its implications for the mental and emotional well-being of students.

- All staff completed on-line training in the invigilation of Access Arrangements.

AEN training

- A secondary SENCo group has been set up which includes training on various issues and useful updates of the implementation of SEND within the Borough. These meetings take place on a termly basis and are extremely valuable.

- One of our Learning Mentors is undertaking the necessary training to become the Mental Health   Lead within the college.

- Individual members of the AEN team have participated in online and face to face training with external providers, on various subjects such as:

- Attachment disorder
- Bereavement
- Deaf awareness /basic signing
- Anxiety
- Eating disorders
- Access Arrangements.
- Gender Dysphoria
- ASD
- Supporting students through and after the pandemic
- Developing a trauma informed approach
- Introduction to child psychology
- ADHD
- PAPYRUS Prevention of Young Suicide Prevention
- Helping the Demand Avoidant (PDA) Child in Your Class
- Meeting Mental Health Needs of: Children from an Ethnic Minority

6. STAFF DEVELOPMENT

- COVID and Child Mental Health: What Children Need Right Now
- Mental Health: Mapping National & Local Provisions and Defining the Role of the School
- Improving Behaviour and Culture through Relational Practice
- Communicating with a Distressed Child

See above

7. WORK WITH EXTERNAL AGENCIES

Information relating to external specialist support services that work with the school and their impact.

Educational Psychology Service

The Educational Psychology has been involved on a regular basis. The work has involved;
- Planning meetings with SENCO discussing the needs of students and the most appropriate interventions that need to be implemented.
- a series of customised coaching sessions for students with specific needs. These sessions are student led, therefore providing the individual with increased ownership of the recommendations.
- Joint problem-solving sessions involving students, parents/carers and staff using the Map and the PATH methodology. These methods provide a visual and therefore easily accessible means of imparting a students' aspirations and what needs to happen in order for these aspirations to be realised.
- Assessment of need when necessary.
- Three training sessions on neurodevelopmental conditions (ADHD, ASD and Attachment Disorder) for all staff.
  As UTC attracts a high percentage of students with neurodevelopmental conditions, it is imperative that staff are knowledgeable about these areas and are provided with strategies to implement in the classroom.
  Speech and Language Therapy Service (SALT): SALT@swindon.gov.uk

Hearing Support Service
- This service provides input for students who have a hearing impairment of some degree. They offer discreet support, visiting students on a regular basis according to need.

TAMHS
UTCS has a dedicated TAMHS worker who visits on a fortnightly basis. A variety of issues are addressed such as:
- bereavement

- anxiety,
- trauma,
- family issues,
- emotional distress,
- low mood
- eating disorders.

CAMHS

- Some students are signposted to CAMHS (Children and Adolescent Mental Health Services)
- The SENCo sometimes liaises with CAHMS to ascertain the best ways in which the college can meet the needs of a particular student.

Study Higher

Study Higher is an organisation that targets areas where there is typically lower progression to higher education. UTC benefits from an extensive programme of activity which includes support from one of the organisation's Higher Education Liaison officers.
UTC is fortunate to have a dedicated HELO, who provides mentoring, pastoral support and career guidance on a weekly or fortnightly basis.

Young people have greatly benefited from this consistent approach, and many have secured successful apprenticeship opportunities through the input of this service.

Swindon Autism Support Service

UTCS uses this service as a steppingstone for students who have been referred to the neurodevelopmental pathway and are waiting an appointment. The service offers support in the form of:

• Educational advice/support from advisory teachers/senior autism workers
• In school/setting support from specialist ASC INREACH team

Youth Engagement Service YEW@swindon.gov.uk

The Youth Engagement Service offer support to young people aged 14 to 18 with a specific piece of targeted and time limited intervention. Youth Engagement Workers have extensive experience of working successfully with those termed as 'hard to reach' and 'vulnerable' young people

- The service is for young people with significant difficulty with family or peer relationships, behaviours which places the personal safety of them at risk, an inability to manage emotions which is detrimental to their development.

- They also work with young people who are or are at risk of sexual or criminal exploitation, engaged in harmful sexual behaviour and are exposed to risks outside the family home.

SMASH (mentoring programme) smashyouthproject.co.uk/ STEP (swindonstep@aol.com)

- Both these organisations provide therapeutic support to students who are experiencing isolation and exclusion due to their lack of social skills., personal circumstances or poverty. UTCS has not made any referrals in this current academic year

7. WORK WITH EXTERNAL AGENCIES

Speech and Language Therapy Service (SALT): SALT@swindon.gov.uk

- The SALT team are often involved in connection with an assessment for an EHCP. They also provide an invaluable source of support and advice.
- If a student has prior involvement in Key Stage 3, this input will sometimes continue into Key Stage 4

(see website for further information)

SIAS sias@swindon.gov.uk Swindon SEND Information Advice and Support Service.

- This service provides students and their parents and carers with impartial advice about education, health and social care.
- It serves as an advocacy service for young people and their parents/carers.

Swindon School Nursing Service
- Supports young people with their physical, mental and emotional health and wellbeing, equipping them with the resources to enable them to make healthy lifestyle resources.
- The Assistant principal refers students as and when the need arises.
- The service is also asked to provide training on certain conditions such as diabetes, epilepsy, asthma and allergic reactions.