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# Special educational needs (SEN) information report

UTC Swindon



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [GOV006\\_V3\\_SEN-Policy-approved.pdf](https://gov006.v3.sen-policy-approved.pdf) ([alet.org.uk](http://alet.org.uk))

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
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<b>Communication and interaction</b>	Autism spectrum condition
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia.
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Underlying mental health difficulties, including depression, anxiety, obsessive compulsive disorder, self-harming, substance abuse and eating disorders.
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Jayne Rafferty.

Jayne has 14 years of experience as a qualified teacher of English. She is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

Jayne is allocated 20 hours per week to manage SEN provision at UTC Swindon.

### Assistant SENCO

Our assistant SENCO is Stacy Smith. Stacy also holds the role of Learning Support Assistant.

Stacy has 1 years' experience in this role and has over 13 years of experience working in school settings, including early years, primary and secondary.

She holds a variety of relevant qualifications, including a BSc in Psychology, a BPS approved certification in the holistic understanding of ADHD and ASC and a Level 2 qualification in counselling. Stacy is currently working towards an MSc in Mental Health Science.

## **Subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff at UTC Swindon have benefitted from a variety of additional training, including:

- Deaf Awareness training, delivered by the Hearing Support Team at Swindon Borough Council.
- Regular updates and briefings regarding the individual needs of specific students.
- Training around the causes of childhood trauma and the implications of this for students' emotional wellbeing and learning.
- Training around specific learning needs, such as dyslexia, dyscalculia and dyspraxia.
- Training about how to meet the needs of students with Autistic Spectrum Condition.
- Mental health training.
- Training about how to meet the needs of students with Attention Deficit Hyperactivity Disorder.
- Training about the roles and responsibilities of the classroom teacher relating to special educational needs.

## **Learning Support Assistants (LSAs)**

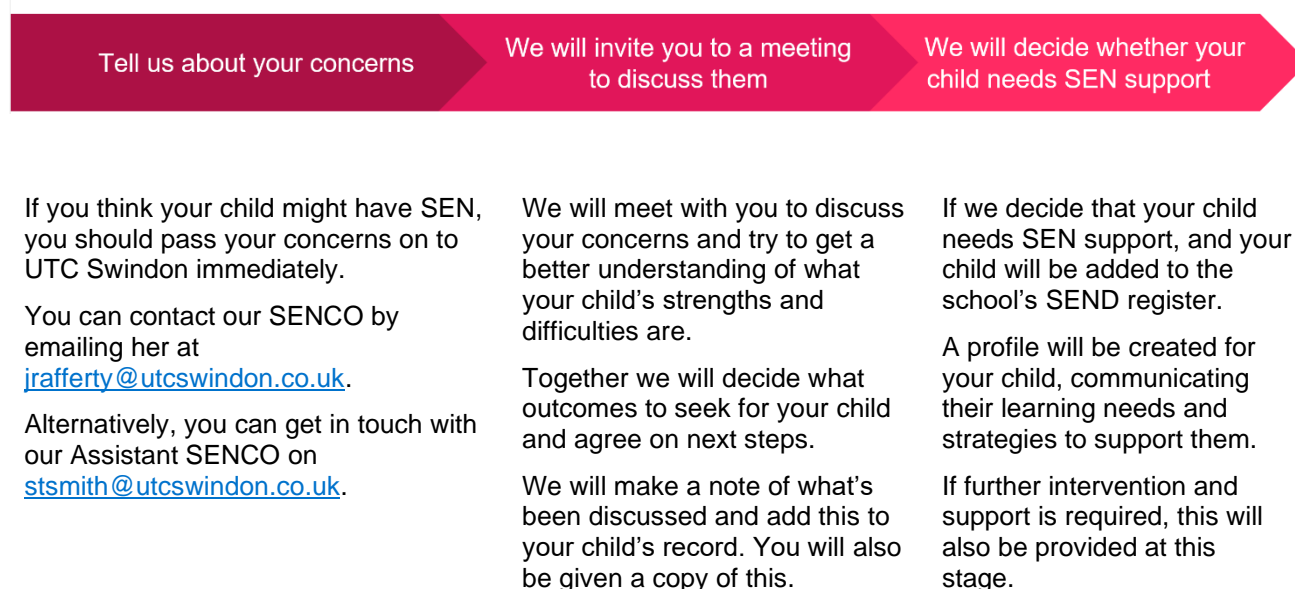
We have a team of 2 LSAs. One of our LSAs is also UTC Swindon's mental health lead and ELSA (Emotional Literacy Support Assistant) practitioner. Our other LSA also carries out the role of Assistant SENCO.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- U-Turn (support for young people who have alcohol or drug related problems)
- Study Higher
- Youth Engagement Service
- SMASH (mentoring programme)

### 3. What should I do if I think my child has SEN?



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will plan their lessons carefully to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, who will investigate further and may well contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and around the school to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate and with your consent, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to decide on next steps to support them in their learning.

### 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. At UTC Swindon, this is structured in 'waves' of support.

### [Wave One: Quality First Teaching](#)

At UTC Swindon, we believe that all teachers are teachers of SEN and our classroom teachers 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 using a variety of approaches to ensure that all students are able to access and actively take part in their learning.

Quality First teaching is the first step in responding to students who have or may have SEN. Our teachers are supported in this by the SEN team to ensure that they have the knowledge and the skills to meet the needs of all students.

Our classroom teachers will 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 put in place to ensure that learning is supported.

### [Wave Two: Specific One to One/Group Work](#)

Sometimes we will need to provide some more intensive teaching outside the classroom. These sessions will usually be delivered by one of our LSAs and cover such areas as numeracy, literacy and study skills. We will review these sessions on a regular basis to ensure that students make expected progress.

Certain students experience mental health difficulties at times. The college has one ELSA (Emotional Literacy Support Assistant) practitioner, who is also UTCS's Mental Health Lead. This staff member works with students on a regular basis.

The AEN Room 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. Additional support for your child at Wave 2 might include regular check-ins with a key worker, exit cards to allow students to step away from heightened situations and the use of certain resources to help students to access learning within the classroom.

### [Wave Three: Specialist interventions led by outside agencies and/or individual support.](#)

Sometimes, a student's needs may require input from outside agencies. These might include local authority services such as:

- Sensory Service (for students with a hearing or visual need)
- ASD outreach team (Autistic Advisory service)
- School Nursing Service

It may also include input from other agencies such as:

- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- Youth Engagement Service
- SMASH (mentoring programme)
- Study Higher
- ASD Advisory service
- CAHMS
- TAHMS
- STEP

We will always consult you if we believe your child may benefit from working with an outside agency such as those above. A specialist professional will then work with your child and make further recommendations on how to best meet their needs. Your child's progress will be reviewed as part of this process, to ensure that these specialist interventions are having the desired effect.

### 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 (EHCP). If the request for an EHCP is granted, your child will be allocated additional funding which can be used to access further support.

All students at UTC Swindon with an EHCP receive a Student Profile, with a detailed picture of their needs and how they can best be met. This profile will also contain SMART targets and outcomes, which will be reviewed on a termly basis, as detailed in the Assess-Plan-Do-Review cycle.

### Monitoring Progress

At UTC Swindon, we use a range of methods to monitor your child's progress. These include regular marking and assessment by classroom teachers, the tracking of assessment data for students with SEN, classroom observations by members of the SEN team and the monitoring of attendance and behaviour records throughout the year. For students with EHCPs, we are also able to regularly review progress against the short-term targets on their Student Profiles, and in their yearly Annual Review. This regular monitoring of progress allows us to swiftly adapt the support we offer your child in order to help them to continue to move forward.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress (3 times a year).

Your child's classroom teachers will meet you once a year, to update you on the progress your child is making in their subject.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. Because of this, we prefer to include you at every step of the way.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact our SENCO, Jayne, at [jrafferty@utcswindon.co.uk](mailto:jrafferty@utcswindon.co.uk) or our Assistant SENCO, Stacy, at [stsmith@utcswindon.co.uk](mailto:stsmith@utcswindon.co.uk).

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey to share their thoughts and feelings.

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We have high expectations for all of our students at UTC Swindon and, as such, our students with SEN have access to exactly the same education and opportunities as their peers.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the delivery of the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support some pupils with high needs on a 1-to-1 basis when appropriate.
- Teaching assistants will support some pupils in small groups when appropriate.

We may also provide the following interventions:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Visual timetables Social stories Time-out cards
	Speech and language therapy
Cognition and learning	Overlays Coloured exercise books



	Writing frames/structures Use of laptops Small group interventions 1:1 interventions
<b>Social, emotional and mental health</b>	ELSA support Key-worker check-ins Gardening therapy School nurse referrals Access to safe haven (AEN room) Time-out/Upstairs cards
<b>Sensory and/or physical</b>	A variety of support is available, depending on the need of the young person.

These interventions are part of our contribution to Swindon's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks.
- Regularly checking in with our students to gather their views.
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, in order to broaden their experience and develop their cultural capital. Due to the smaller size of our student cohort, many of our trips are open to the whole year group as a matter of course.

UTC Swindon is an employer-focussed school and we are fortunate to have strong links with a range of employers in the STEM field. As a result, our students benefit from a variety of workshops, assemblies and networking opportunities led by industry leaders. All students participate in these events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- SEN students apply for a place in year 10 or 12 in the same way as all students through Applica.
- Students with an EHCP apply and then a consultation document is sent to the school where the SENCO and SLT decide, based on the EHCP, whether we can meet need. A place is then offered to the student through Applica – parents and students can follow Swindon Borough Council's appeal process should they not agree with the decision made.
- Please see procedure for admitting pupils to UTC Swindon procedure – available for each year on the website. - [2023-2024-UTC-S-ADMISSIONS-POLICY-2.pdf \(alet.org.uk\)](#)

## **13. How does the school support pupils with disabilities?**

You can find UTC Swindon's Accessibility plan by following this link: [Accessibility Plan.doc \(alet.org.uk\)](#)

UTC Swindon makes every effort to ensure that our pupils with disabilities are fully supported to access their learning.

The environment is adapted to the needs of students, as required. For example, UTC Swindon has an elevator, wider corridors and disabled toilets and changing facilities.

Our school uses a range of communication methods to ensure information is accessible.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, to ensure they have a voice within the school and to encourage team building.
- We provide extra pastoral support for listening to the views of pupils with SEN by fostering an 'open door policy' for our young people with SEN. We forge strong working relationships with our pupils, who feel comfortable sharing their views, questions and concerns with the AEN team.
- We provide a variety of intervention for pupils who need extra support with social or emotional development, including gardening therapy and ELSA support.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by encouraging open lines of communication between staff and pupils. Pupils are encouraged to use the Whisper app to report

any concerns anonymously and staff act quickly and decisively to ensure that any incidents of bullying are dealt with swiftly and effectively.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between schools**

When your child is moving on from our school, we will work with their new school to ensure that relevant information is shared in a timely manner to ensure consistency of support.

### **Between phases**

Our SEN team contacts parents of incoming pupils during the summer term, in order to gather information about their child's needs, experiences and support required in time for their arrival at UTC Swindon.

We contact our pupils' previous school as soon as is possible, in order to gain the information required to help us understand our new pupils and their learning and social needs.

New pupils who may struggle with the transition to a new school will be set up with a keyworker who will guide and support them through this time.

### **Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education. The UTC Swindon careers cycle provides our pupils with several opportunities to prepare for the world of work, including regular visits from employers, CV writing workshops, work experience opportunities and interview practise.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We have a qualified careers advisor who works closely with our students to guide them towards their chosen path.

The SEN team offers 1:1 guidance for certain pupils, to help them explore their options at Post-16 and beyond. Help is also offered with applications for university or apprenticeships.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Hollie Danby ([hdanby@utcswindon.co.uk](mailto:hdanby@utcswindon.co.uk)) will work with Jayne Rafferty, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

[GOV015\\_V4-Complaints-Procedure.pdf \(alet.org.uk\)](#)

Complaints about SEN provision in our school should be made to the SENCO – Jayne Rafferty ([jrafferty@utcswindon.co.uk](mailto:jrafferty@utcswindon.co.uk)) in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Swindon Borough Council SEND service - [SENDSERVICE@swindon.gov.uk](mailto:SENDSERVICE@swindon.gov.uk)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer of your local authority, which will be published on their website.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages