



## UTC Reading

### Special educational needs (SEND) information report.

Establishment Name:	UTC Reading
Report Compiled by:	Georgina Craven
Date completed:	March 2026

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.

**This report is formatted and titled as such in order to mirror the formatting of the Reading local offer – required to be updated digitally online via Reading education services yearly**

<b>Approved by:</b>	Local Governing Committee	<b>Date:</b>
<b>Last reviewed on:</b>	March 2026	
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## Description

### **A brief description of the school/setting**

UTC Reading is a University Technical College located in Reading, Berkshire. The school specialises in engineering and digital, alongside a focused and rich curriculum.

UTCs are STEM-focused secondary schools, and sixth forms set up in partnership with local employers, who input into the curriculum to ensure students leave schoolwork ready. They are designed to provide clear pathways for young people into academic study and technical careers.

The student experience at UTC Reading is hands-on, practical and engaging. From day one, students are engaged in solving genuine problems using industry specialist equipment. This helps give them a head-start in their chosen careers.

Situated in the Thames Corridor, UTC Reading is surrounded by some of the biggest tech companies in the world. We have formed industry partnerships with some of the most prestigious – large and small – who are all playing their part in shaping the next generation and giving our students the skills they need to succeed in the world of work.

UTC Reading is proud to be part of ALET, on a mission to Transform Lives Through Learning.

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

### **Do you have children with SEND in your school?**

The below table highlights the percentage of SEND students at UTC Reading for the academic year 2025 – 2026. Correct as of March 2026

	%			
	Yr10	Yr11	Yr12	Yr13
SEN	28.3	20.3	8.1	5.0
EHCP	8.3	0	0	0

### **What kinds of SEND do those children have?**

UTC Reading provides for students with the following needs:

AREA OF NEED	CONDITION
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<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## **2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND**

### ***How do you know if a pupil has SEN?***

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include classroom work, internal class assessments and pre-public Examinations and mock examinations and during unstructured time.

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

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will review the students' progress, and they will have discussions with your child's teacher/s and the pastoral team, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, 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. You will be told the outcome of the decision in writing.

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 and the child to create a SEN Passport / learning plan for them.

Information regarding procedures and time scales for Students wishing to join UTC Reading are covered by the UTC Reading Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the special educational needs co-ordinator (SENDCo) is available during open events and new parent evenings, both of which prospective Parents/Guardians are always encouraged to attend.

## **Admissions**

After joining UTC Reading the following procedure 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 student is ever disadvantaged by changing school and that all needs are identified as soon as possible.
5. As we get to know the students, the information will be updated, and this will then form the working SEND Register.
6. Parents/Guardians and students will be consulted to establish ongoing and changing support needs, and this will be considered in balance with professional reports and information available. Student and family voice is essential to identifying and assessing SEND needs.

## ***In cohort identification***

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.

## ***How will I know if my child is receiving SEN support?***

Parents / Guardians will be provided with copies of up to date learning plans and details of any provision in place to support their needs. Parents will receive direct communication from the SEND team when a child is enrolled onto the SEND list and SEN support is put into place.

## **3: Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans**

## ***Where can I find information about the school SEN Policy?***

You can find information about the schools SEND policy here.

[https://www.alet.org.uk/wp-content/uploads/sites/3/2024/05/GOV006\\_V4\\_SEN-Policy.pdf](https://www.alet.org.uk/wp-content/uploads/sites/3/2024/05/GOV006_V4_SEN-Policy.pdf)

## **3a: How the school evaluates the effectiveness of its provision for such schools**

### ***How do you make sure that the SEN provision helps pupils make better progress?***

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for students is analyzed for effectiveness and value for money of interventions.

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
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

All students, including those with SEND, are assessed on a regular basis, in accordance with UTC Reading's Assessment Policy. Teachers formally assess and review progress and attainment which is communicated to Parents/Guardians and young people by a report that is posted on our online person management system. Additionally, there are two specific parents' evenings held each academic year, when an opportunity to discuss progress, attainment and next steps arises. Between these, Parents/Guardians are able to contact their tutors and meet with them, the SENDCO.

All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular reviews to review SMART targets, outcomes of which will be regularly communicated to Parents/Guardians via online portal "provision map".

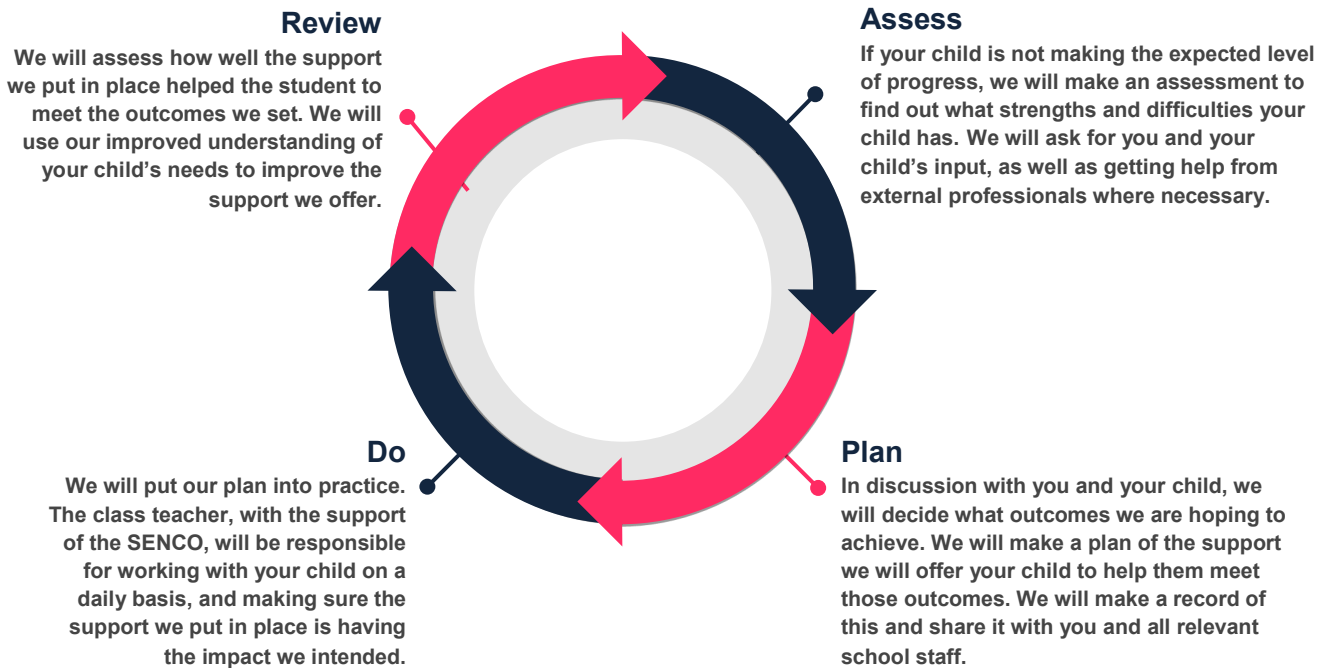
### ***How do you check other outcomes for children with SEND, such as independence and well-being?***

## **3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.**

### ***How do you check and review the progress made by pupils with SEN?***

We will follow the 'graduated approach' to meeting and reviewing your child's SEN needs and progress.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

### ***How will I find out about the progress my child is making?***

We will provide termly reports on your child's academic progress.

Your child's class teacher will meet with you twice a year to:

- › Set clear outcomes for your child's progress.
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress

➤ Identify what we will do, what we will ask you to do, and what we will ask your child to do

Students will be consulted, along with Parents/Guardians, when support plans are established. Parents/Guardians are invited to attend Parents evenings throughout the year to discuss progress of students. Parents/Guardians are encouraged to access Progresso to review ongoing progress. Including attendance, behavior, timetable, and assessments.

An additional Student support evening is held within the first term of the academic year, where it is operationally able, to allow Parents/Guardians to meet the student support team and other Parents/Guardians.

### ***How will I be involved in those reviews? Who else will be there?***

Students with EHCP's will have targets and strategies set by agreement with the student and their Parents/Guardians with input from relevant professionals, including the UTC Reading Staff.

Annual reviews involving the student, Parents/Guardians, subject staff, and other professionals evaluate needs and progress towards pre-specified outcomes.

## **3c: The school's approach to teaching pupils with SEND**

### ***How do your teachers help pupils with learning difficulties or disabilities to learn?***

Students with SEND are differentiated for appropriately within high quality teaching at UTC Reading, and as such, are offered the opportunity to participate in the school curriculum fully.

Students that continue to not meet the expected progress will have additional support put into place initially by their class teacher in conjunction with the SENDCO. Our teachers have high expectations of all students, including those with SEND. All teachers will be provided with information about your child's individual needs and teaching strategies that can be used to adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities and assistive technology. This will remove barriers to allow your child to access the lessons fully. Additional support resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated to achieve the objectives raised in their plan and in agreement with Parents/Guardians and the local authority when required. Learning Support Assistants are allocated, where resources allow and where suitable, to facilitate the support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping students.

Provisions provided in a staged approach, with the least amount of support provided at each stage to promote independent learning techniques. Support will be increased or decreased as appropriate.

### ***How can I find out more about what my child is learning at the moment?***

Please browse our website to find information about our curriculum

<https://www.utcreading.co.uk/learning/14-16-study/>

### **3d: How the school adapts the curriculum and learning environment for pupils with SEND**

#### ***How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?***

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help students with mobility needs, throughout our school including several lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

Our accessibility plan can be located on our website at [GOV036.1 V2 Accessibility plan UTC-Reading.pdf \(alet.org.uk\)](#)

As a school we can access a range of services from within the local area and the Activate Learning group. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact [enquires@utcreading.org.uk](mailto:enquires@utcreading.org.uk).

#### ***How will the curriculum be matched to my child's needs?***

Most of our students follow a traditional curriculum, however a small number of learners have a more personalized curriculum to match their individual needs, interests and abilities. This may include additional literacy sessions, small groups or one-to-one subject groups. Due to the extensive offer of qualifications at UTC Reading, additional support sessions may impact on other curriculum courses. The need for additional support sessions will be carefully considered against the impact of curriculum lessons and the overall aims of the students and family.

### **3e: Additional support for learning that is available to pupils with SEND.**

#### ***Is there additional support available to help pupils with SEND with their learning?***

Your child's teachers are responsible and accountable for the progress and development of all the students 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 focussed curriculum in each year they are at our school.

We will adapt how we teach to suit the way the student works best.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting teaching methods and lesson structure, 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 teachers to support students on a 1-to-1 basis as required.
- Teaching assistants will support teachers to support students in small groups when as required.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
<b>Communication and interaction</b>	Autism spectrum disorder	Focussed area for one to one or small group work area. Support from Autism Education Trust ELSA
	Speech and language difficulties	Advice sought and implemented from appropriate specialist
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Small group pre-learning and over-learning. Small group or one-to-one literacy support Reading Plus
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Movement breaks
	Adverse childhood experiences and/or mental health issues	ELSA Focussed area for break & lunch
<b>Sensory and/or physical</b>	Hearing impairment	Advice sought and implemented from appropriate specialist
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

Where a specific need is unable to be met with facilities available, we will investigate how we could meet the needs required. With consideration to the efficient use of resources, we will take appropriate action where required.

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

### ***How are the school's resources allocated and matched to children's special educational needs?***

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

- Extra equipment or facilities
- More learning support 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.

### ***How will I know if my child is getting extra support?***

Parents / Guardians will receive direct communication from the SEND team when a child is enrolled onto the SEND list and SEN support is put into place.

### ***How is the decision made about how much/what support my child will receive?***

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include classroom work, internal class assessments and pre-public Examinations and mock examinations and during unstructured time. If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the student in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, 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. You will be told the outcome of the decision in writing.

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 create a SEN support plan for them.

### **3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum.**

#### ***What social and extra-curricular activities are available for students with SEND?***

Please browse our website to find information about extracurricular activities available

<https://www.utcreading.co.uk/employers/working-with-industry/>

<https://www.utcreading.co.uk/learning/enrichment/>

<https://www.utcreading.co.uk/learning/careers/>

<https://www.utcreading.co.uk/learning/professional-qualifications/>

#### ***How can my child and I find out about these activities?***

Please browse our website to find information about extracurricular activities available

<https://www.utcreading.co.uk/learning/cadet-force-ccf/>

<https://www.utcreading.co.uk/learning/enrichment/>

<https://www.utcreading.co.uk/learning/professional-qualifications/>

#### ***How will my child be included in activities outside the classroom, including school trips?***

All of our extra-curricular activities and school visits are available to all our students including our enrichment activities.

All students are encouraged to go on our school trips, and additional support will be put in place to remove any barriers.

All students are encouraged to take part in all school activities, such as careers fairs, sporting activities.

No student 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.

### **3g: Support that is available for improving the emotional and social development of pupils with SEND.**

#### ***What support will there be for my child's overall well-being?***

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

- Students with SEN are encouraged to be part of the whole school, engaging in enrichment activities alongside lessons.
- We provide extra pastoral support for listening to the views of students with SEN, via Pastoral support, ELSA and external agencies.
- Supervised break out areas are provided for students who require a period to re-regulate.

We have a 'zero tolerance' approach to bullying. Our anti-bullying strategy can be found here [GOV049 V2 Anti-Bullying-Strategy.pdf \(alet.org.uk\)](https://www.alet.org.uk/GOV049_V2_Anti-Bullying-Strategy.pdf)

#### **4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator**

##### ***Who should I contact if I want to find out more about how the school supports students with SEND?***

Each member of staff has an integral role in making sure that all students have a positive experience at our school.

Below are some of the key staff that your son/daughter may come into contact with and who is the best person to contact based on your specific needs:

<b>Role</b>	<b>Name</b>	<b>Email</b>
Special education needs coordinator	Georgina Craven	Georgina.craven@utcreading.org.uk
SEND admin	Suia Abnett	Suia.abnett@utcreading.org.uk
Pastoral Manager	Charlotte Tennant	Charleotte.Tennant@utcreading.org.uk
Interventions lead	Marie-Noelle Macdonald	Marie.MacDonald@utcreading.org.uk
Assistant principal for behavior and safeguarding and Designated safeguarding lead	Lee Reynolds	Lee.Reynolds@utcreading.org.uk
Emotional literacy support assistants	Suia Abnett	Suia.abnett@utcreading.org.uk
EAL coordinator / cover supervisor	Ana Borges	Ana.Borges@utcreading.org.uk

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

Our SENCO is Georgina Craven

Georgina has been the SENCo since 2018. She is a qualified Science teacher with a degree in Marine Zoology.

Georgina achieved the National Award in Special Educational Needs Co-ordination (NASENCO) in 2020 and the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A + AAC) in 2022 and completed her Master's in special educational needs in 2024.

### **Class/subject teachers**

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

All staff have received training from Autism Education Trust (AET) and Principles of Instruction Training via the Local Authority.

### **Learning support assistants (LSAs)**

We have a small team of support staff, who are trained to deliver one to one or small group SEN provision.

We have one fully trained ELSA, and two more staff scheduled to be trained in Spring 2026/

The SENCO is due to complete training to deliver That Reading Thing, an age-appropriate phonics-based program.

### **External agencies and experts**

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Integrative Arts Therapists
  
- Social services and other LA-provided support services
- Voluntary sector organisations
- Tutor Doctor
- Academy 21

## **What should I do if I think my child may have a special educational need or disability?**

For most students, adaptations in the classroom will remove any barriers to learning. However, some students despite quality first teaching and additional in class support, do not make the anticipated progress. If you have any concerns regarding your son/daughter's progress, please follow the guidance below:

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Please either email the class teacher directly or email [enquiries@utcreading.org.uk](mailto:enquiries@utcreading.org.uk) and we will forward the message to the relevant person. They will explore these concerns with our SENCO, Georgina Craven, looking at what adaptations have already taken place, and any additional support required. The SENCO will contact you to discuss your concerns.

You can also contact the SENCO directly.

[Georgina.Craven@utcreading.org.uk](mailto:Georgina.Craven@utcreading.org.uk)

We will meet with you, either face to face or virtually via TEAMS, to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## **5: Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured**

***What training have the teachers and other staff who support children and young people with SEND had?***

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

Our SENCO is Georgina Craven

Georgina has been the SENCO since 2018. She is a qualified Science teacher with a degree in Marine Zoology.

Georgina achieved the National Award in Special Educational Needs Co-ordination (NASENCO) in 2020 and

the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A + AAC) in 2022 and completed her Master's in special educational needs in 2024.

### **Class/subject teachers**

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

This includes training such as, training from Autism Education Trust (AET), Principles of Instruction Training via the Local Authority, Rosenshine principles and SSAT. Further to this, staff may have sessions delivered by the educational psychology team based on specific student cohort need.

### **Learning support assistants (LSAs)**

Learning support assistants are trained dependent on the school cohort need. This can include, Autism, ADHD, SLCN or SPLD. The LSA's may be specifically trained to become ELSA's, develop EAL practise or deliver literacy interventions.

## **6: Information about how equipment and facilities to support children with SEND will be secured**

### ***What happens if my child needs specialist equipment or other facilities?***

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

Extra equipment or facilities

More learning support 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.

## **7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child**

### ***How will I be involved in discussions about and planning for my child's education?***

We will provide termly reports on your child's progress.

Your child's class teacher will meet with you twice a year to:

- › Set clear outcomes for your child's progress.
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

### ***How will you help me to support my child's learning?***

All parents have access to the curriculum map on the UTC Reading website and receive regular weekly “end of week” updates from the head of school. Parents are invited to parent’s evenings throughout the year and any concerns that arise between parents evenings are communicated via Teaching staff or pastoral staff. If concerns are significant or persistent, the SENCo or Senior pastoral staff will make contact home to discuss with parents and make a plan of action to assess the needs, deliver an intervention and review the impact.

## **8: The arrangements for consulting young people with SEN about, and involving them in their education**

### ***How will my child be involved in his/her own learning and decisions made about his/her education?***

Students will be consulted, along with Parents/Guardians, when support plans are established.

Students and parents will be invited to review the SEND provision at UTC Reading annually with the SENDCo, to contribute to policy and SEND report for the college. Students can, and are encouraged to, utilize the student executive board structure to give feedback about daily operations at UTC Reading.

In addition to the above, SEND Students with an EHCP submit their views in writing as part of their annual review as well as attending the review itself. Students and Parents/Guardians contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEND.

## **9: Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

### ***Who can I contact for further information?***

Please contact [Enquiries@utcreading.org.uk](mailto:Enquiries@utcreading.org.uk) for any further enquiries

### ***Who can I contact if I am not happy about the SEN provision made for my child?***

Concerns and Complaints are dealt with in line with the UTC Reading Complaints Procedure, which can be found here: <https://www.alet.org.uk/our-trust/policies/>

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If a satisfactory outcome is not reached, you will then be referred to the school’s complaints policy.

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.

## **10: How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils**

### ***Who else provides services in school for children with SEN or disabilities?***

#### **External agencies and experts**

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Integrative Arts Therapists
  
- Social services and other LA-provided support services
- Voluntary sector organisations
- Tutor Doctor
- Academy 21

## ***How can my family get support from these services?***

The provision provided by the school is decided based on individual student need. External agencies will be consulted if the students need meets the referral threshold for each service. If you feel that your child would benefit from access to the external agencies and experts listed above, please get in contact with the SENCo

## **11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32**

### ***Who should I contact to find out about other support for parents and families of children with SEN or disabilities?***

At UTC Reading, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with five different local authorities, each of which service a different area and provide different services, known as the local offer.

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.

Links to the local offers for the local authorities we deal with are linked below (correct as of Jan 2024).

#### Reading Borough Council

Local offer: <http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

Support services:

[http://servicesguide.reading.gov.uk/kb5/reading/directory/results.page?familychannel=3\\_9\\_2](http://servicesguide.reading.gov.uk/kb5/reading/directory/results.page?familychannel=3_9_2)

#### Wokingham District Council

Local offer: <http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

Support services: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

#### West Berkshire District Council

Local offer:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

Support services:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/family.page?familychannel=3&localofferchannel=4>

## Bracknell Forest

Local offer: <http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

Support services: [http://search3.openobjects.com/kb5/bracknell/directory/family.page?familychannel=6\\_7](http://search3.openobjects.com/kb5/bracknell/directory/family.page?familychannel=6_7)

## Slough Borough Council

Local offer: <http://servicesguide.slough.gov.uk/kb5/slough/services/localoffer.page>

Support services:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=gykyhJLii9s>

## Windsor and Maidenhead Borough Council

Local offer: [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

Support services:

[https://rbwm.afcinfo.org.uk/local\\_offer/organisations?&search\\_organisation%5Bcategory\\_ids%5D%5B%5D=4092](https://rbwm.afcinfo.org.uk/local_offer/organisations?&search_organisation%5Bcategory_ids%5D%5B%5D=4092)

## Hampshire Borough Council

Local offer: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Support services: <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-2#>

## Buckinghamshire

Local offer: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Support services: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=lypVjro44uw>

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

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

## **12: The school's arrangements for supporting pupils with SEND in transferring between phases of education**

***How will you help my child make a successful move into the next class or secondary school or other move or transition?***

For students who are leaving UTC Reading, we will make the students' file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available.

Where possible, UTC Reading will aim to provide key information to students and Parents/Guardians pre-emptively to key points in transition.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

For students who are ready to move on to the next phase of their education or to a workplace environment, careers support via one-to-one meetings is available to help guide students through this process. UTC Reading holds several careers fairs and works closely with employers to provide information and support for students.

## **13: Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)**

***Where can I find out about other services that might be available for our family and my child?***

Please consult your local offer from your local authority of place of residence.

## **14: Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review**

***What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?***

Students and parents will be invited to review SEND provision at UTC Reading annually with the SENDCo, to contribute to policy and SEND report for the college. Students can, and are encouraged to, utilize the student executive board structure to feedback about daily operations at UTC Reading.

In addition to the above, SEND Students with an EHCP submit their views in writing as part of their annual review as well as to attend the review itself. Students and Parents/Guardians contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEND.

### ***How often will these reviews happen?***

These reviews will take place termly

## **15: Who can I contact for further information?**

Please contact [Enquiries@utcreading.org.uk](mailto:Enquiries@utcreading.org.uk) for any further enquiries

## **16: What is the complaints procedure?**

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- 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.

## 17: Our external partners are

## 18: Is there any additional provision you have developed during the year?

## 19: Link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website

ALET SEND Policy - <https://www.alet.org.uk/our-trust/policies/>

UTC Reading SEND report - <https://www.utcreading.co.uk/key-information/send-and-safeguarding/>

Reading services guide link -

<https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id= FPSMh-w9NA>

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

Jennie Thomson will work with Georgina, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student'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 students 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.

## Glossary

- › **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student 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 student'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 are 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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- › **Outcome** – target for improvement for students 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 students with SEN
- › **SEN support** – special educational provision which meets the needs of students with SEN
- › **Transition** – when a student moves between years, phases, schools or institutions or life stages