Engineering UTC SEND Information Report

September 2023

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Document control table

Document title:	SEND Information Report
Author (name & job title):	A McCullagh Principal
Acknowledgement	
Version number:	V3 SEP_23
Date approved:	…………….
Approved by:	UTC Board
Date of review:	Sep 2024

The Primary areas of SEND in the new Code of Practice, are:
- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Development

Underpinning ALL our provision in school is the **graduated approach** cycle of:

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Assess  →  Plan
  ↑          ↓
Review  ←   Do
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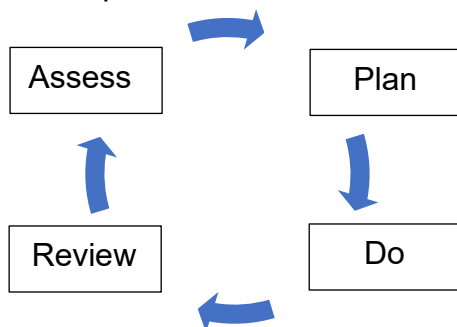
All teachers are responsible for every child in their care, including those with special educational needs.

DECISIONS ABOUT WHETHER A CHILD HAS SEND

1. **How does the UTC know if children need extra help and what should parents do if they think their child may have special educational needs?**

Engineering UTC identifies students with special educational needs and/or disabilities (SEND) through communication with parents, previous schools and our own observations. A child with a SEND diagnosis would immediately be placed onto our SEND list, so that we can monitor progress and the impact of any interventions.

Where we notice discrepancies between a child's attainment and his/her chronological age, we will investigate the possibility of the child having SEND, even if needs have not been previously identified by a previous school. The UTC will screen children in these circumstances and may ask for further assessment, which will depend on the degree of the discrepancy (for example, between aptitude in certain skills, chronological age and reading age, etc.).

If parents are concerned, they may discuss these concerns with UTC staff, either during parents' evenings (which take place twice per year), or through phone conversations, email, post, or in person. There is also the opportunity for parents to speak directly with our Lead SEND coordinator.

2. **How is the decision made about how much individual support students will receive?**

Other agency involvement depends on the individual needs. Support provided to students, internally, is dependent on the student's individual circumstances.

Provision for SEND pupils is evidence based and is planned by the Lead SENDCo Assistant and delivered by teachers and other members of staff trained in SEND provision. The impact of these provisions is closely monitored for impact.

Parents are encouraged to discuss proposed provision or interventions.

SUPPORT FOR LEARNING AND WELL-BEING

3. How does the UTC support students with special educational needs

SEND students are supported first and foremost through quality-first teaching. Teachers are trained in how to differentiate lessons to meet the needs of all our students. Marking and feedback, including in class-coaching, is one of the most effective methods in accelerating progress. Modelling and demonstration is also used to ensure that every child can access the learning.

Our lead SENDCo Assistant and consultant SEND support staff deliver interventions for small groups of students focusing on areas such as: dyslexia, working memory and cognitive processing, social skills and reading comprehension. We also offer subject specific interventions for those requiring additional support. Students access an extended school day to ensure extended coverage of the curriculum.

Individual Education Plans may be used by the SENDCo, where considered necessary and useful. Please see our SEND Provision Map for a full over-view of SEND provision.

4. What mechanisms are in place for supporting students' overall wellbeing?

Pastoral and social support systems are available for students with SEND through our Professional Standards and Inclusion Team. This includes our Professional Standards and Inclusion Leads and Assistants. The team oversee behaviour, pastoral issues and attendance – interventions are put in place when concerns become apparent. This area is overseen by the Deputy Headteacher.

We have a clear policy against bullying, which is applied to all pupils, as well as a clear policy for Behaviour and Rewards, which encourages students to take responsibility for their actions.

Students with an Educational Health and Care Plan (EHCP) will be allocated a 'Key Person' to ensure that they have a trusted member of staff they can go to with issues or concerns.

The views of students are taken into account via questionnaires, along with input from our Student Leadership Team. Students with IEPs share their views during IEP review meetings.

Students with social, mental and emotional health difficulties, who are at risk of exclusion, are supported through partnership, working with outside agencies.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

5. **How will parents know how their child is doing?**

Parents will receive an update on their child's attainment, progress and effort at two different Assessment Points throughout the year. We also host parents' evening twice per year, where parents can talk to individual class teachers, as well as the SENDCo. Where parents' Evenings have not been able to go ahead (e.g. Covid restrictions contact has been made through telephone calls.

Opportunities are available for regular contact between home and school, whether this be through phone, email, post, or in person where possible.

6. **How are parents involved in discussions about planning for their child's education, and how are children able to contribute to their views?**

Parents can be involved in planning their child's education, and for students with EHCPs, they can also participate in the annual review process. We encourage all parents to attend parents' evenings, which are held twice per academic year, to discuss current provision and its impact, as well as plans for the future. Where we aim to propose a new intervention for a particular child, we will discuss this with parents. We also have Parent Governors on our Governing Body.

Children's views are taken into account via questionnaires, student forums and child-centred reviews. We also have a Student Leadership Team through which students' views are sought and responses given.

PROVISIONS, RESOURCES & SERVICES

7. **How is learning and development provision matched to individual students' needs?**

Teachers are trained in how to differentiate lessons to meet the needs of all our students, particularly those students with SEND. Teachers are informed of strategies for SEND students and regularly share best practice with one another.

Staff use the scaffolding approach to student support within the classroom, initially using strategies which encourages resilience and independence (such as self-scaffolding and prompting, clueing) and only using high dependence strategies (such as one-to-one modelling and correcting) when other strategies have not been effective.

Pupils with Access Arrangements for Examinations have these embedded within lessons, so that these are part of usual working practice. This may include use of a reader, scribe, or laptop.

8. **How are the school's resources allocated and matched to students' SEN?**

The Principal and Lead SENDCo Assistant allocate the UTC SEND needs employing the budget where necessary, which includes the cost of employing specialist SEND staff.
The SEND budget is allocated to the following resources:
   • Lead SENDCo assistant and consultant SEND support staff
   • Learning aids (pen grips, over-lays, dyslexic dictionaries, laptops, etc.)
   • Invigilators for students with Access Arrangements in examinations
   • Pastoral provision and support
   • Reading and learning programmes
   • Teaching and learning support – by means of specialist help and advice for working with pupils with SEND

The Governing Body will monitor this provision.

9. **What specialist services and expertise are available at the UTC or accessed by the UTC?**

Specialist staff are used for the assessment of Access Arrangements. In addition the UTC is able to access support from the Local Authority SEND team and Learning Psychology Service, and many other external teams.

Other Specialists are provided and co-ordinated through multi-agency provision. The UTC is also able to access specialist services including health, therapy and social care through its involvement in Early Help, Child in Need, Child Protection, and MultiAgency meetings.

10. **How accessible is the UTC environment? (n.b. every school/Academy must have an up-to-date Accessibility Plan which is reviewed periodically by Governors).**

Engineering UTC is accessible to wheelchairs and has a lift. Disabled changing and toilet facilities are also available.

The Accessibility Plan is reviewed by Governors.

11. How are students included in activities outside the classroom including trips? (n.b. the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)

All students with SEND are able to access all of the UTC's activities, including extracurricular activities, such as enrichment (including physical activities/PE) and career's provision.

Parents are involved in planning activities and trips via consent letters and have numerous opportunities to ask questions and comment.

A comprehensive risk assessment is completed for all off-site activities, to include risks arising from SEND.

STAFF TRAINING

12. What training have the staff supporting students with SEND had, or what are they expected to have? (n.b. under the SEND Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)

All staff receive weekly CPD opportunities. This largely focuses on the provision of quality-first-teaching, including:
- differentiation
- marking and feedback
- stretch and challenge
- engaging learners
- promoting progress
- planning
- behaviour for learning
- assessment
- curriculum

Staff have access to large bank of SEND resources, which are specifically tailored to different types of diagnosis (e.g. autism, ADHD, dyslexia), and provide a wide selection of ideas, insights and strategies. Staff regularly share best practice, including resources. Staff also attend training on SEND strategies, which are specifically related to individual students. Information and strategies are shared with staff on a weekly basis.

Disability Awareness Training is updated regularly, as well as Child Protection training.

The lead SEND assistant, consultant SEND support staff and SENDCo meet fortnightly to reflect on best practice and share strategies for SEND students.

TRANSITIONS

13. **How does the school prepare and support students to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?**

To help prepare and support students joining the UTC, the Professional Standards and Inclusion Lead and Assistants liaise with previous schools and parents to gather as much information as possible about our SEND students.

In addition, an Induction/Experience day is held for all students, and students receive an orientation on their first day.

To help prepare students to move on, comprehensive information is provided on apprenticeships and university. High quality careers guidance is also available, including enrichment and visits to Industry Partners.

FURTHER INFORMATION

14. **Who can parents contact for further information, and how can parents help?**

If parents/carers are considering whether to join Engineering UTC, they should in the first instance, contact the Admissions team at the UTC.

The first point of contact for a parent, if they want to discuss something about their child's SEND, would be with their child's Learning Mentor. Parents may also contact the SENDCo or the Professional Standards and Inclusion Team.

Parents can access family support via 'Early Help' and online at:
[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability (northlincslocaloffer.com)](https://www.northlincslocaloffer.com)

If parents are unhappy, in the first instance, they can contact the Leadership team at the UTC. If parents should feel further dissatisfied, they can write to the Principal. Outside independent support for parents is readily available from the Parent Partnership Service (their leaflets are available from the UTC).

2023 GCSE results

The following table shows the proportions of students who achieve levels 4 to 9 in each of the subjects shown. The table is divided between those students who were identified with SEND and those not.

GCSE levels

GCSE levels

4-9

	Further Mathematics	Biology	Chemistry	Physics	Literature	Mathematics	Engineering Design	Engineering Manufacture	Engineering systems	English Language	combined English 4+
Non SEND	100	59	61	45	42	68	71	58	58	45	55
SEND	100	78	54	38	38	69	75	54	62	54	62
Difference	0	19	-7	-7	-4	1	4	-4	4	9	7

English Language, Mathematics, Biology, Engineering Systems and Design all show the SEND students performing better that non-SEND. Chemistry and Physics are showing the greatest difference at 7ppts and Manufacture at 4ppts.