



SEN/D Report

Information regarding SEN/D Provision at UTC Elutec, 2021

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Schedule 1 Information

The following information is broken down into sections in line with Schedule 1, Regulation 51 of the Special Educational Needs (Information) Regulations in the Children and Families Act 2014.

1. Educational Needs Provided for by the School

Elutec UTC defines Special Educational Needs as any student who has any barrier that hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

Elutec UTC currently provides for a number of students with a range of difficulties. These include:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and / or physical

2. The assessment and identification of pupils with SEN

UTC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UTC resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, UTC will intervene as described here and in the SEN Policy. Such interventions are a means of helping UTC and parents / guardians match special educational provision to individual student needs.

3. Information on meeting the needs of pupils

3a. Self-Evaluation of Effectiveness

How the school evaluates the effectiveness of its provision for such pupils;

All students, including those with SEND, are assessed on a regular basis, in accordance with Elutec UTC Assessment Policy. Teachers formally assess and review progress and attainment which is communicated to parents/carers by a report which is sent home. Additionally, parent's evenings are held, when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review.

The school has a teacher observation 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.

3b. Assessing and Reviewing Progress

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents / guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

When a student is found not to make progress, despite high quality teaching, the SENCO, teacher and parent should assess whether the child has SEN whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed in section 1.

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP.

This will decide the nature of the provision necessary to meet the student's SEN/D. If this cannot reasonably be met by Elutec, then the LA may provide extra resources.

3c. Approach to Teaching Pupils with SEN

The school's approach to teaching pupils with special educational needs;

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs through the Student Passport and will adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Our staff have experience and/or are trained in these techniques, as well as receiving the ongoing support of the SENCO and the leadership team.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

3d. Adaptations to improve access for SEN

How the school adapts the curriculum and learning environment for pupils with special educational needs;

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include; additional literacy; intervention groups and a different number of qualifications studied.

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 SEND students throughout our school including a lift to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.

3e. Additional Support

Additional support for learning that is available to pupils with special educational needs;

We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND.

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their statement or plan and in agreement with parents. Teaching Assistants are allocated, where resources allow, to support students in lessons. Some students will meet for one to one sessions with the Learning Mentor, where targets are set with the student. 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 parents/carers.

Students with EHCP's will have targets and strategies set by agreement with their and from input from parents and tutors. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

Students who need support in increasing their reading age have allocated time to read to a teaching assistant once or twice weekly, depending upon their need.

3f. Available Additional Activities

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

A large range of academic and hobby/interest clubs are available at the Elutec as part of the programme. They are open to all students, including students with SEND.

Day trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

We run coursework/revision sessions for students as and when required.

3g. Supporting Students with Emotional of Social needs

Support that is available for improving the emotional and social development of pupils with special educational needs.

Members of staff who are able to provide pastoral support include: Company Chairs; Assistant Principals and Support Staff. We have also developing relationships with a number of external agencies for example Sparks 2 Life, Youth at Risk Matrix, CAMHS, School Nurse, Schools Police Officer, Attendance Officer.

4. Name and contact details of the SEN Co-ordinator (SENCO)

If you think your child has a Special Educational Need, please feel free to contact your student's tutor or the SENCO.

The SEN Co-ordinator (SENCO) for Elutec is:

Emily Phipps

Email: e.phipps@elutec.co.uk

The SENCO is responsible for

- determining the strategic development of the SEN/D policy and provision at Elutec with the ultimate aim of raising the achievement of students with SEN/D need.
- Collaborating with SENDCOs in partner schools and Nationally with UTC's in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of Elutec employees.
- Overseeing the review and maintenance EHCP's and records for all SEN/D students.
- Overseeing the day-to-day operation of Elutec's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the SEN/D TA's and learning support co-ordinators on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents / guardians of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

For queries regarding safeguarding or inclusion, please feel free to contact the Assistant Principal for Safeguarding and Inclusion, Mark Lewis; m.lewis@elutec.co.uk and Designated Safeguarding Lead (DSL), Ann-Christine Odonkor; ac.odonkor@elutec.co.uk

5. The expertise and training of staff in regards to students with SEN.

The SENCO holds the National SENCO Award and training is provided to all staff, including teachers and support staff, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

Staff who are new to the school follow an induction programme which includes training and information on SEN.

As a school we can call on support from consultant and specialist organisations from within the Local Authority as well as Health and Social Care Services.

6. Equipment and Facilities available for SEN Provision

As a school we can access a range of services from within the local area. 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 the SENCO or discuss the issue at the next review/parents evening.

7. Arrangements for Consulting with Parents and Guardians

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and this is further fed back to the Parents/Guardians for their comment.

We also welcome opportunities to work with parents and guardians and, should any parent or guardian wish to discuss any issues regarding the student, they are welcome to contact the SENCO.

8. Arrangements for Consulting with Children

As part of the regular review procedure, students on the SEN register will regularly feedback on their own progress and how they feel their support is proceeding.

SEN 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 contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting for SEN.

9. Complaints Procedure regarding SEN Provision at the School

Concerns and Complaints are dealt with in line with the Elutec's Complaints Procedure. Any initial concerns should initially be raised with the tutor of the pupil or, should this not resolve the concern, with the SENCO.

10. Relationships with External Bodies

The local authorities are listed in section 13.

11. Contact details of support services

For queries regarding exam access arrangements, please contact the SENCO or alternatively the Exams Officer, Reece-Lee Ellis; email: Rl.ellis@elutec.co.uk

12 Transferring between Schools

Information regarding procedures and time scales for students wishing to join Elutec are covered by the Elutec's Admissions Policy. If a student has a specific need that they wish to discuss prior to taking up a place, the SENCO is available for meetings during Open Events and prospective parents are always encouraged to attend.

After joining Elutec, information from the application form is processed to produce an initial SEN Register. School files are requested for those joining the school and needs are identified wherever possible. Further cross-school testing will be used in order to make sure that no pupil is ever disadvantaged by changing school and that all needs are identified as soon as possible. As we get to know the pupils, the information will be updated and this will then form the final SEN Register. For students who are leaving Elutec, we will make the student's file available to the new academic institution, including all standard school information and any SEN-related information where applicable and available. If there are documents that you do not wish to be disclosed, please contact the SENCO.

13. The Local Authority's local offer

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

In order to find out which other services are available to support your child or family, you should contact the Local Authority of your place of residence. www.lbbd.gov.uk/local-offer