


SEND information report

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| Reviewed by: | LGB |
| Frequency of policy review: | Annual |
| Lead Sub Committee for discussion: | Ed Standards |
| Last Reviewed: | May 2019 |
| By Dan Sydes |  |
| Ratified by Local Board of Governors on: | 20 Nov 2019 |
| By Michael Whitaker | |
| Next Review Date: | November 2020 |

Introduction

North East Futures UTC is a fully inclusive UTC which ensures that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students. The work we completed is evidence based and we try to use research to inform practice.

Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources put in place, do not enable improvement. Once this occurs, we use specific need-based plans and student profiles which help support their development and speed up progress. We use strategies to enable children with SEND at UTC North East Futures to make good progress and achieve in line with their peers.

Other useful documents such as our SEND and Inclusion policy are available on the UTC website. If you would like further information about what we offer here at the UTC, then please do not hesitate to contact the SENDCO directly at liam.clark@nefuturesutc.co.uk.

By law, the Local Authority has to publish the arrangements for SEND, and further details are available in the Local Authority Local Offer.

All schools receive funding in their budget to allow them to provide for students with SEND, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school. **When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the following duties:**

- That they make strenuous efforts to make sure the necessary provision is put in place for any student who has SEND.
- That when the Head or a nominated Governor has been told by the Local Authority that a student has SEND, those needs are made known to everyone who is likely to teach or support that student.
- That teachers are aware of the importance of identifying and providing for any students who have SEND.
- That a student with SEN and/or a disability joins in the activities of the UTC together with other students, so far as is reasonably practical and, the learning needs of that child is met
- That they report to parents on how the UTC's policy for students with SEND operates
- That when the UTC feel that there is a need for additional training for staff, attempts will be made to put this in place
- That the UTC will follow the guidance in the Code of Practice when carrying out its duties towards students with SEND
- That the UTC will make sure that parents are informed of a decision by the UTC.
- SEND provision is being made for their child and, where and when appropriate, the students is involved in discussions about what is being put in place.

The UTC must:

- Be aware that students with SEND will need additional support as they move between phases and prepare to be independent adults
- Identify students who have SEND and make sure that they are provided for in line with the Code of Practice
- Appoint a SENCO who is a qualified teacher
- Invest in whole school training and targeted training for staff
- Make sure that inclusive teaching and support is genuinely embedded in the UTC and that all teachers understand that they are "Teachers of SEN"
- Provide information on UTC arrangements for SEND to parents and Governors
- Consider what may be needed for future students with a disability

Governors must:

- Appoint a SEND Governor who will oversee the arrangements for SEND in the UTC
- Know how many students in the UTC have SEND
- Know how much money the UTC gets for SEND and make sure that budget arrangements are in place to let the UTC fulfil their duties to provide for the students who have SEND
- Review and approve the SEND Policy
- Monitor the expenditure on SEND

- Monitor the progress of students with SEND and make sure the provisions written in Statements and Single Plans are made
- Make sure that SEND provision is part of UTC Improvement Plan
- Publish on the UTC website the SEND Policy and a description of the arrangements and specialist provisions made in UTC for students with SEND
- Detail their arrangements for dealing with complaints from parents of children with SEND concerning the provision made at the UTC.

Provision made by the UTC

The UTC meets the needs for the following groups:

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| <p>All students, young people and staff</p> | <ul style="list-style-type: none"> • A trained SENCO with QTS who is a member of the Senior Leadership Team • A SEND Policy, regularly reviewed, with provision and practice in place • An Accessibility Plan in line with the Equality Act 2010 • Information on Inclusion and SEN provided to all parents/carers • A SEND Governor • An inclusive ethos and curriculum • A range of teaching strategies and learning opportunities • A range of ICT equipment including software packages to support learning • Target setting and tracking. |
| <p>Students with undiagnosed SEND but who may have concerns, may benefit from the following:</p> | <p>As above plus:</p> <ul style="list-style-type: none"> • Sharing of information regarding circumstances in which extra support may be needed e.g. following a bereavement/ moving house etc. • Strategies shared with staff around supporting such life events |
| <p>Students with a diagnosed SEND may benefit from the following:</p> | <p>As above plus:</p> <p>Reasonable adjustments focused around:</p> <ul style="list-style-type: none"> • Learning environment • Grouping of children/young people • Teaching styles • Curriculum materials • Assessment and sharing of research regarding strategies to address individual children/young people's physical, sensory, and cognitive barriers • Assessment and sharing of research regarding strategies children's/young people's social and emotional needs and other relevant circumstances • Increased use of ICT resources |

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| | <ul style="list-style-type: none"> • Staff collaboration with specialists within the UTC and with outside agencies • More detailed planning incorporating specialist information through an individual learning plan • Environmental adaptations. |
| Students with a statutory assessment, known as an education health and care plan may benefit from the following: | <p>The above plus:</p> <ul style="list-style-type: none"> • Detailed planning and tracking • Arranging the provision specified in Part 3 of a Statement of SEND or EHC Plan • Arranging the annual review of a Statement of SEND or EHC Plan and submitting recommendations to the LA. |

Interventions

At this moment in time the UTC provides education with a gradual approach, making reasonable adjustments for the four main SEND areas:

- Communication and interaction
- Cognition and learning
- Sensory and physical
- Social, emotional and mental health issues

We have a range of interventions in place to support SEND students in the above areas, some of which include:

- 1-2-1 tuition from external tutors
- School Intervention Programme with our Learning Support Assistants for Literacy and Numeracy
- Weekly counselling sessions with external counsellor
- Emotional Social Intervention group sessions
- Weekly mentoring meetings

Should you wish to discuss our provision further please contact us.

You should also be aware that we are a cross authority provider and work with multiple local authorities within the North East.

This document is an evolving document and is correct as of 24/01/2020.