



## Annual SEND report

For parents, carers, governors  
and trustees.

## **Introduction**

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2015 Schedule 1: Information to be included in the SEND information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule1/made>

We fully comply with: SEND Code of Practice January 2015, Equality Act 2010 and the Children and Families Act 2014.

## **Special needs**

We are an inclusive mainstream school and make all efforts to accommodate young people with SEND. We currently cater for the four main area of need stipulated in the SEND Code of Practice. We work with local authorities across the region to provide statutory provision for young people with EHCPs.

### **How will I know how the school supports my child?**

You will receive communication from the SEND team outlining any additional provision that we have put in place for your child. Individual targets are set and reviewed termly. Parental and child voice is collected on these targets by method of reply slip when they are posted home. Further review of provision is made through meetings with SENDCO, Assistant SENDCO, SEND assistants or at parents' evenings with teaching staff. Your child will receive reports/ data captures in line with the school schedule too.

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

Teachers plan using students' achievement levels so that work is matched to ability – this is differentiation. At NE Futures UTC, teachers aim to support students of all abilities by using a range of differentiation

In some classes Specialist Teaching Assistant support is available. Where appropriate, students access a range of resources, including technology, to support their learning. The curriculum is largely an academic curriculum designed to develop skills around health science and computer science; there are some adaptations to this curriculum where necessary.

Some students have a bespoke timetable and package of support.

### **How will I know how my child is doing?**

Your child's progress and attainment is shared with you in a variety of ways, including through termly data captures. Where appropriate the SENDCO may direct for the following: A home/school diary, annual reviews for EHC plans, PEP meetings for Looked After Children, bespoke annual and termly data captures. UTC is an environment that encourages communication to staff and you can make informal contact with staff. During a child's pre-admission meeting, we aim to gather information from parents/carers, other adults who have been involved with the child and of course, from the child directly, about what their strengths and difficulties are – where they may need more support. We aim to build on this when a child with SEND comes to our UTC.

### **Our arrangements for consulting young people with SEND and involving them in their education.**

Pupils at the school contribute to their Annual Reviews by completing a “reply slip” with their parents and carers which is considered at the meeting. These are often not returned and in such cases staff will speak to the young person. The reply slip is posted out to parents with the SMART targets and should be returned by the student to reception.

The School Council offers the pupils a voice and gives them opportunity to freely express their views and opinions.

All pupils at the school regardless of their SEND are involved in the full life of the school

### **Schools arrangements for assessing and reviewing children and young people’s progress towards outcomes and the effectiveness of our provision**

The monitoring and evaluation of the effectiveness of our provision is carried out as follows:

Discussion with pupils about their learning

Discussion with pupils’ parents/carers

Observations and learning walks carried out by Leaders

Work scrutiny carried out by Leaders

Analysing pupil progress data against baseline figures

Annual Review Meetings and monitoring of progress towards their targets on their EHCP

Analysing attendance records by pastoral team

Analysing behaviour records by pastoral team

### **What support will there be for my child’s overall wellbeing?**

The school has a variety of ways of supporting your child’s wellbeing. They include:

A smaller environment; access to a familiar adult is particularly important to build relationships

The provision of quiet, safe spaces and benches to spend time outside of the classroom when necessary

Access to intervention programmes to develop skills and knowledge with regard to individual well-being

Opportunities for our pupil voice to be heard via the School Council

A school counsellor who can be accessed upon referral 1-2-1 or in a drop in session

### **Students with medical needs**

Staff who administer medicine complete training provided by an appropriately registered body and follow DfE guidelines included within ‘Supporting pupils at school with medical conditions’ Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014. The school contact for this is Sarah Hughes.

**Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

We are committed to supporting the emotional wellbeing and safety of each pupil. A clearly defined behavioural policy is used. Staff know the pupils well and assess and respond to each pupils needs. Staff are trained to a high standard in safeguarding. There are 4 designated safeguarding leads and a developing pastoral team.

**What training are the staff supporting children with SEND given?**

All staff receive the following training:

Child protection and safeguarding

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.