



Annual SEND report

For parents, carers, governors
and trustees.

Updated September 2021

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. We support young people with a range of SEND needs in the four main categories of cognition and learning, social emotional and mental health, physical and sensory and communication and interaction.

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. Teachers are given information about children and their needs on a SEND database.

In some classes Specialist Teaching Assistant support is available. Where appropriate, students access a range of resources, including technology, to support their learning.

Some students have a bespoke 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 Children in Care with SEND, bespoke annual and termly data captures. UTC is an environment that encourages communication to staff and you can make direct contact with teaching staff. In some more complex cases we may state that all

communication goes via one senior leader. During a child's pre-admission meeting, we aim to gather information from the child, the parents/carers and other adults who have been involved with the child. This information focuses on the child's strengths and difficulties– this allows us to identify they may need more support.

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

Pupils at the school contribute to their reviews by completing a "reply slip" with their parents and carers. These are often not returned and therefore SEND staff also speak to the young person ahead of reviews. The reply slip is an opportunity for parents/carers to communicate their thoughts and those of their child on progress, SMART targets and SEND provision.

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.

There are parents evenings during the academic year.

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

Work scrutiny

Analysing pupil progress data against baseline figures

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

Analysing attendance records

Analysing behaviour records

Use of baseline assessment and re-assessment following interventions

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 time out cards and a quiet place to access if needed

Access to intervention programmes to develop skills and knowledge with regard to individual well-being e.g. BU course, social skills

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

A school counsellor who can be accessed upon referral on 1-2-1 basis, group basis or through 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

Health and safety training

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.

SEND target setting CPD (each term)

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do. Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips. Enrichment is completed on site and therefore all students have the opportunity to participate in a full programme of additional activities.

How will the school support my child when joining UTC or transferring to a new school?

We will:

Invite caregivers and child to a meeting with a member of the SEND team, we will ask questions and get to know your child.

Ask for a meeting with the previous school SENDCO if necessary.

Request historic SEND information with consent.

We will reciprocate the above procedures upon request if a child moves on from us.

With an EHCP we will consult with the LEA under the COP guidelines.

Where a child has an EHCP we will work under the LEA's guidance to support 'preparing for adulthood.'

Where a child wants to move from year 11 to 12 with us, we will provide an internal transition program.

How are decisions made about how much support my child will receive?

For students with an EHCP we will complete this in line with the local authorities' procedures on EHCP with an annual review.

For students with a PEP we will work with the virtual school and review provision termly. For all other students the SEND team will work together in order to review progress and discuss support required.

The teaching staff can complete a graduated response form at any time to identify a student who needs more support.

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

This may be done in a variety of ways, including:

- Discussions with the class teacher, either in person or via telephone or on reply slip forms
- During EHCP review meetings or post-admissions meetings
- During other meetings with school staff such as PEP meetings or other multi-agency meetings
- Through target setting processes as discussed above
- At parents/carers evenings

Who can I contact for further information or if I have any concerns?

Liam Clark- Assistant Principal SENDCO liam.clark@nefuturesutc.co.uk

Lauren Taylor- Assistant SENDCO lauren.taylor@nefuturesutc.co.uk

Helyn Bulman- Lead LSA Helyn.bulman@nefuturesutc.co.uk

If the above are unable to solve concerns then the Head Teacher, Dan Sydes. If the Head Teacher can not support then the chair of governors.

What specialist services and expertise are available at or accessed by the school?

As a school we can refer to a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; Speech and Language Service; SENTASS. These services are contacted when necessary and appropriate, according to your child's needs.

Local offer

Please see:

<https://www.nefuturesutc.co.uk/key-docs/>

And click on the local offer for more information.

Further information on provision made by the UTC

Provision made by the UTC

The UTC meets the needs for the following groups:

<p>All students, young people and staff</p>	<ul style="list-style-type: none"> • A qualified SENCO with QTS, who is a member of the Senior Leadership Team • A qualified Assistant SENCO with QTS • A SEND Policy, 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 • Two LSAs • Contracted staff
<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 • Differentiated teaching and intervention when needed. • Close monitoring of these students • Baseline assessments
<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

	<ul style="list-style-type: none"> • 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 • Staff collaboration with specialists within the UTC and with outside agencies • More detailed planning incorporating specialist information through individualised entries to our SEND database • Environmental adaptations • Bespoke target setting
<p>Students with a statutory assessment, known as an education health and care plan may benefit from the following:</p>	<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 an EHC Plan and submitting recommendations to the LA. • Early reviews when needed

Contact Details

The name and contact details of the SEND Co-ordinator:

Liam Clark- liam.clark@neuturesutc.co.uk

The name of the SEND governor is: Emma Blair– contact via the school office

All teachers share responsibility for maximizing achievement of all pupils and making individual arrangements accordingly.

