

SEND Parent Information 2015:

1. What does having a special educational need mean?

The term Special Educational Needs and Disabilities (SEND) has a legal definition which is set out in the Education Act 1996 and the Children and Families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age.

Some children find it harder to learn than other children of the same age. Sometimes, it may be possible to help children by making small changes to teaching and support. Schools and Colleges will try many different ways of helping students to learn and boost their progress. This will include adaptations to teaching methods and the resources used.

Children and young people who have SEND tend to have more significant barriers to their learning.

Types of SEND

The term SEND covers a wide range of types of need that Daventry UTC make provision for:

- specific learning difficulties
- moderate learning difficulties
- speech, language and communication needs
- behavioural, emotional and social difficulties
- autistic spectrum conditions
- visual and hearing impairment
- multi-sensory impairment

2. Who are the best people to talk to at UTC about my child's difficulties with Learning/ Special Educational Needs or disability (SEND)?

Daventry UTC's first point of contact for a parent will be your child's academic mentor. If the concern persists, the academic mentors will signpost you to the most appropriate person or department.

In College this may include:

- Engagement and Learning Mentors
- Behaviour Support Manager
- Parent and Pupil Support Advisor
- SEND Department

The Academic Mentor

Responsible for:

- Overarching view of your child's learning
- Day to day pastoral support

The Deputy Principal/SENCo – Sally Kirk and Associate SENCo – Fiona Ager

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the Daventry UTC's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

- Liaising with all the other people who may be coming into college to help support your child's learning e.g. Communication and Interaction Team, Educational Psychologist, Child and Adolescent Mental Health Services etc. Updating the UTC's SEND register (a system for ensuring all the SEND needs of students in this college are known) and making sure that there are excellent records of your child's progress and needs. Manage Learning Profiles of students with SEND and ensure these are on an 'Assess, Plan, Do, and Review' Cycle. These will be shared and reviewed with parents/carers at least once each term through different vehicles depending on need. Examples of these are CAF Meetings, Pastoral Support Plan's, SEND Reviews, and Mentoring Interventions etc.
- Providing specialist support for teachers and support staff in the college so they can help children with SEND in the college achieve the best progress possible.

Subject teachers

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the DP/SENCo know as necessary.
- Ensuring that all staff working with your child in college are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that Daventry UTC's SEND Policy is followed in their classroom and for all the students they teach with SEND.

Principal – David Edmondson

- Responsible for:
- The day to day management of all aspects of the college, this includes the support for children with SEND.
- She will give responsibility to the DP/SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the college relating to SEND.

SEND Governor – Mary Doveston

- Responsible for:
- Making sure that the necessary support is made for any child who attends the college who has SEND.

3. How does UTC evaluate the effectiveness of its provision for students with SEND?

Student's progress is continually monitored by subject teachers.

- Their progress is reviewed formally every half term and teacher assessments made
- Some students on the SEND Register will have a Learning Profile which will be reviewed with your involvement, every term and the plan for the next term made.
- Progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The DP/SENCo will also check that your child is making good progress with interventions that are put in place.
- Parents/Carers are informed of student progress half termly through subject specific data.

4. What are the different types of support available for children with SEND at Daventry UTC? Subject teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching'.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's subject teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All students in college should be getting this as a part of excellent classroom practice when needed.

Specific Small Group Intervention

- Run in the classroom or outside.
- Run by a teacher or most often a Learning Support Assistant who has had training to run these groups.

Specialist Groups or Individual support run by outside agencies

- Students will be identified by the College as needing some extra specialist support from a professional outside the college. This may be from: Local Authority central services such as the Communication and Interaction Specialist Teacher Support.

For your child this would mean:

- Your child will have been identified by the college as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the college to refer your child to a specialist professional e.g. CAHMS or Educational Psychologist. This will help the college and yourself understand your child's particular needs better and be able to give them the support they need in college.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or as students convert to an Education, Health and Care Plan (EHC Plan). This means your child will have been identified as needing a particularly high level of intervention, which cannot be provided from the budget available to the college.

This may include:

- Specialist support in college from a professional outside the college.
- A Personalised Learning Programme that meets the needs of your child

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

5. How does the college identify that a child has a special educational need?

The DP/SENCo will liaise with parents/carers, schools and other agencies on transition to Daventry UTC.

On entry, the college will undertake relevant assessments of all students to ascertain their ability/difficulties and a Learning Profile of their needs. This information will be used alongside data from KS2, KS3 and KS4 to ensure that students who may need additional support with learning are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant the SENCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

Details of each student with SEND including the nature of their learning disability, recommended teaching strategies, strengths in learning and history of provision will be available to all teaching staff. All teaching staff, parents and the student will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENCo should they have any concerns that a student may have previously unidentified Special Educational Needs and Disabilities. A referral system is in place for Teachers to alert the SEND Department.

The DP/ SENCo will also assess students for entitlement to exam Access arrangements where appropriate.

6. How does Daventry UTC adapt its curriculum and learning environment for students with SEND?

The curriculum at UTC is specialised as its focus is Engineering and Advanced Manufacturing. The students who choose to attend Daventry UTC want to participate in an applied learning environment. This method suits many of our students with additional needs.

However, we have a flexible approach to our provision realising that a personalised learning approach is preferable.

Our ethos is to ensure that students are exposed to many opportunities that they may face in the work place. We strive to create an inclusive environment in which students with additional needs do not feel 'different' or are isolated from the mainstream curriculum. This is often a big step for students who are familiar with 1:1 support. Research shows that this does not prepare the students for post 16 and our aim is that students leaving Daventry UTC will transition successfully to employment, training or higher education. Daventry UTC is a 'state of the art building' and in that respect it complies with statutory building regulations for disabled access as described in the Disability Act 1995. This includes a lift to all floors and a disabled toilet.

Where additional equipment is required for a student such as specialist seating via occupational therapy we will ask for additional support through Single Multi Agency Panel (SMAP)

7. Who is the person responsible for children and young people with SEND?

- At Daventry UTC we believe in inclusive practice which means progress of all young people including those with SEND is the responsibility of all staff.
- The overview of SEND students' is the responsibility of the DP/ SENCo, who will monitor, coordinate and evaluate provision of these students.

8. What training or specialist expertise do UTC staff have around SEND?

Daventry UTC ensures that:

All staff receive a comprehensive induction to working at the College and SEND training is part of this staff development.

The DP/SENCo develops a range of training opportunities that are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of the current cohort.

The SENCo is an experienced educational professional and has completed additional training in a wide range of areas, including assessing students for exam Access Arrangements.

9. What further external support can college access to support children with SEND and their families?

**For students: Educational Psychologist
Communication Interaction Team
Educational Entitlement Team
TAMHS
CAHMS**

**Youth Services
Occupational Therapist
Speech and Language Therapist
Visual Impairment services
Hearing Impairment services**