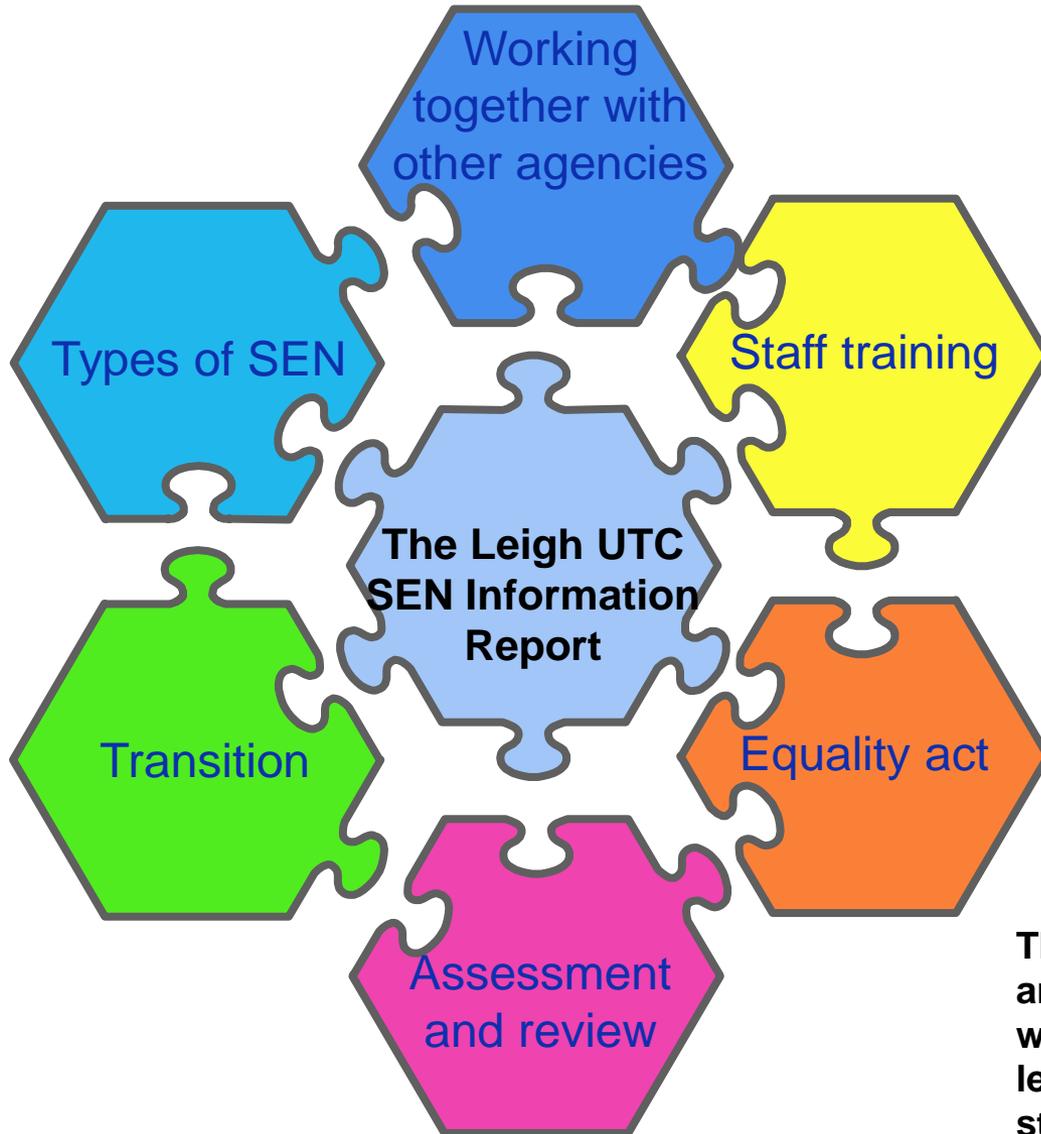


**The Leigh UTC's SEN Information Report
complies with section 69(2) of the Children and Families Act 2014 as
well as regulation 51 and schedule 1 of the Special Educational
Needs and Disability Regulation 2014**

At the Leigh UTC we aim to develop a strong focus on progress and embedding a culture of high expectations for all students, including those with SEN or disabilities.



There are several steps that are taken to prevent students with SEN from being treated less favourably than other students.

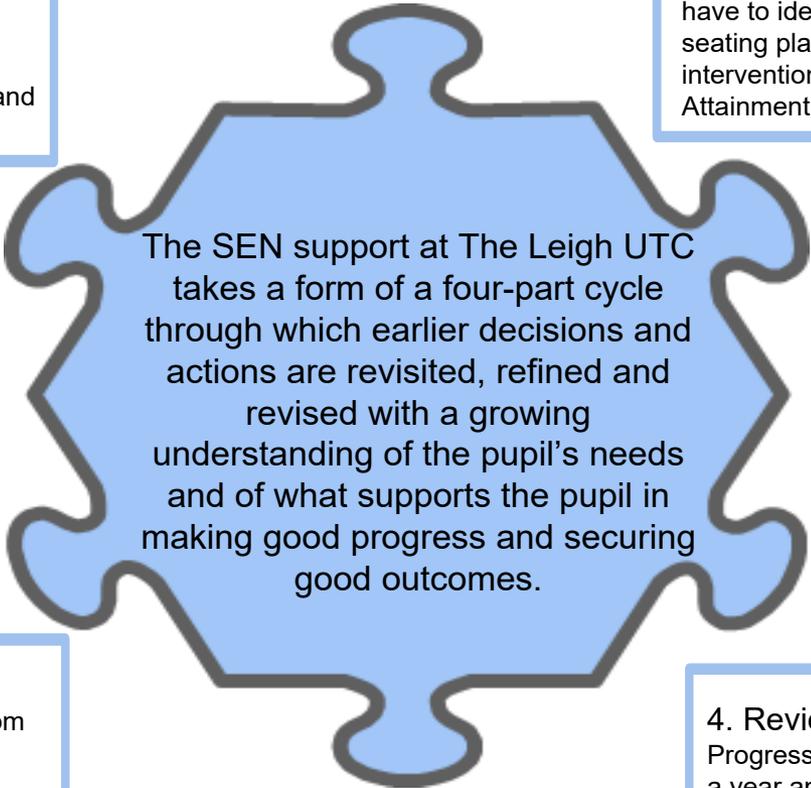
1. Assess

Identifying children with SEND is primarily dependent on information received from their previous school and the information provided by their parents. Some students have not had their SEN needs met or identified prior to joining the UTC which had to be addressed upon their joining.

In assessing the needs, we look into: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.

2. Plan

We place emphasis on high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have SEND. SENCo and Assistant SENCo agree on interventions in consultation with parents and agree those with teachers. The interventions are recorded in pupil profiles and shared with teachers. All teachers have to identify the students with SEND on a seating plan as a minimum and acknowledge the interventions put in place in their Raising Attainment Plan for the class.



The SEN support at The Leigh UTC takes a form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

3. Do

Students take part in a fully inclusive classroom supported by Teaching Assistants and/or Learning Mentors in line with the timetable of support. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the SEND students are still the responsibility of the teacher and form tutor. In preparation for exams and in line with the UTC ethos, the emphasis is on reducing dependence and making SEND students more independent learners.

4. Review

Progress of SEND students is reviewed six times a year and reported to parents. Parental consultations take place at least three times a year during Parent/Teacher/Tutor days, while in many cases more frequently due to open-door policy with SEND department. Where Educational Psychiatrist is involved, the review takes place more frequently with the involvement of parents and close monitoring of the implementation in the classroom. Annual reviews also take place.

In class Teaching Assistant support, as well as small group intervention support, both in and out of the classroom.

One to one support and interventions given, when appropriate, to plug any learning gaps

Pupil profiles and reports from outside agencies shared with all staff, who support the student.

.ELKAN trained staff

.SEN students identified on the UTC's tracking system and their progress analysed each module..

Approaches to teaching, and how adaptations are made to the curriculum and learning environment of children and young people, with SEN.

Differentiated teaching

Parent Tutor meetings held bi-annually, to monitor the progress of all students and share success and concerns.

SEN students identified on seating plans

How the school involves outside agencies, including health and social care, local authority support services and voluntary sector organisations, in meeting student's SEN as well as supporting their families.

Regular staff CPD sessions on SEN support strategies

All staff are made aware of the needs of students with SEN, so they can inform their planning.

Early Help referrals made when appropriate

Other professionals consulted as soon as a difficulty has been identified and investigated within school.

Looked After Children Support services available to support students under the care of the Local Authority

Support sought from local authority services and specialist teachers, when required , for training , and advice on SEN related needs.

Interactive whiteboard backgrounds are changed to accommodate students needs.

Staff trained in various aspects of SEN so that they understand the difficulties students may face and can plan how best to support them in partaking in activities

Scaffolding used within lessons to ensure all students make progress.

The accessibility of venues and the ability for all students to take part in trips are carefully considered in the planning stages

The guidance detailed in the Equality Act 2010 adhered to

Each student has a tutor who is responsible for their well-being

How children and young people with SEN are enabled to engage in activities available to those who do not have SEN.

All staff are trained to support medical needs such as allergies and diabetes

ELKAN trained staff

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

Behaviour policy, which includes guidance on expectations, consequences and rewards is understood and implemented by all staff

Monitoring attendance and taking necessary actions to prevent prolonged unauthorised absence

Assemblies and Tutor Time used to discuss issues around bullying and cyber-bullying.

SEN parent questionnaires

Reviewing the SEN Information report and the SEN policy

Email/phone contact with parents

Pupils are informed of their current and projected grades

Membership of Student Council

Creating Pupil profiles

Arrangements for consulting young people with SEN and involving them in their education, as well as the involvement and consultation of their parents

Pupil voice included in Support Plans

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Pre Public exams

Parent Tutor days held bi-annually, where any concerns or successes are shared with parents.

End of module assessments

Regular use of self-assessment

Teacher assessments throughout lessons to check progress and to plan for the next steps

Taster days

Working collaboratively with schools in Trust and outside to enable smooth transition

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, including higher education, employment, independent living and participation in society.

Informed career choices in partnership with our sponsors

Support from Leigh Academies Trust and Local Authority services when required for training and advice.

Early Help referrals made when appropriate.

School Nurse available to give advice to students and parents.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

Providing information about how equipment and facilities to support their SEN needs will be secured