

The Leigh UTC SEND Information Report





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The new SEND Code of Practice came into force in September 2014 and represents a statutory guidance for The Leigh UTC in relation to support for children and young persons.

The definition of SEN has remained unchanged in the new SEND Code of Practice:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

(Special educational needs and disability code of practice: 0-25 years, January 2015, p. 15-16)

However, the definition of what constitutes SEN Support is less clear. In order to help schools, colleges and Early Years settings accurately identify their SEN Support cohort, KCC provides the following clarification of what constitutes SEN Support:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."



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Types of SEND

At The Leigh UTC we can make provision for every kind of frequently occurring special educational need with or without a statement of special educational needs / Education, Health and Care Plan.

This includes a range of diagnosed conditions such as:

- Dyslexia
- Dyspraxia
- Dyscalculia
- ADHD
- ASD
- Social interaction and communication difficulties
- Visual impairment
- Speech and language needs
- Learning difficulties
- Behaviour difficulties

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school is able to meet the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- Speech, Language and Communication Need
- Cognition and Learning
- Emotional, Social and Mental Health Difficulties
- Sensory and Medical Needs.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The first point of contact is the Assistant SENCO, it is necessary to explain your concerns to them first. Concerns raised by parents or staff are always followed up.

The names of the Assistant SENCOs are Mrs K Daniels & Miss P McDonnell

E: katy.daniels@theleighutc.org.uk portia.mcdonnell@theleighutc.org.uk T: 01322 626600



Assessment and review

The SEND support at The Leigh UTC takes a form of four parts through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, progress and final destination.

1. Assess

Due to the age of the admission to The Leigh UTC, identifying children with SEND is primarily dependent on information received from their previous school and the information provided by their parents. It is now recognised that not all needs identified in their previous education or the needs as described by their parents will require SEN support. Equally so, some students may not have had their SEN needs met or identified prior to joining the UTC which then need to be addressed upon their joining. This is mainly related to, for example, mental health issues, students arriving from abroad and ongoing diagnosis occurring when joining the UTC.

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 SENCos agree on interventions in consultation with parents and agree those with teachers. The interventions are recorded in personalised plans and shared with parents and 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.

3. Do

All students take part in fully inclusive classrooms supported by Teaching Assistant and/or Learning Mentor 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 regularly 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 the open-door policy with the SEND department. Where an 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.



IB Programmes

Inclusion in the MYP Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:3)

As an IB Middle Years Programme school we recognise and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspire teachers and students to be caring and open minded.

We recognise that our students come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to 4 teaching and learning. Varied teaching strategies are utilised to differentiate so that all students have equal access to the curriculum.

The following practices require us to demonstrate our support for a diversity of learning.

A9 The school supports access for students to the IB programme(s) and philosophy.

The MYP is the only curriculum offered in years 7 and 8. The principles of the IB are delivered throughout all year groups in various formats. Post 16 have the option of studying the IB Career Related Programme.

B1:5 The school develops and implements policies and procedures that support the programmes.

This is evident via staff training and development where the policies and procedures are made transparent and explicit to all.

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.

An example of this can be seen via the Quality First Teaching strategy that the school follows. Numerous interventions are available if required, as well as teaching assistant support where needed. The needs of our students are communicated regularly to staff via various methods. Regular training and development and the sharing of resources are part of the SEND ethos and daily practice.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

An example of this can be seen during inset days, where teaching staff work closely with the SEN team to ensure that lessons are inclusive to all and that strategies for differentiation are utilised effectively.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

An example of this can be seen in lesson planning and regular lesson observations. This in turn enables our students to progress and experience a positive learning environment.

Working Together

The Leigh UTC involves governing bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning services
- 4 x Educational Psychology service.
- Link to Disabled Children's Service for support to families.

The Leigh UTC prides itself in working to support students go the extra mile and has strong relationships with the following outside agencies.

- Early Help referrals made when appropriate.
- Liaison and referrals to CAMHS when appropriate.
- School nurse available to give advice to students and parents.
- Support from Addaction Charity regarding Mindfulness, Mind and body programmes, Riskit.
- Business Mentoring
- Link to Metro Charity for full support with LGBT awareness.

The contact details of support services for the parents of pupils with special educational needs (We Are Beams) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Tel: 01322 668 501 E-mail: admin@wearebeams.org.uk

The Leigh UTC policies relating to SEND are available to view at:

<http://theleighutc.org.uk/about-us/policies/>

Admissions/Transition

During the transition phase the school makes arrangements for supporting pupils with special educational needs in transferring between different levels of education or in preparing for adulthood and independent living.

At The Leigh UTC we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible.