

School Information Report 2024-25

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1. Introduction

Welcome to our SEN Information Report which forms part of the Leeds Local Offer for students with Special Educational Needs or Disability (SEN) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015.

2. What is SEN?

The January 2015 Code of Practice defines Special Educational Need (SEN) as:

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 them. A child or young person of compulsory school age has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
2. Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

3. What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and long term illness. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Our facilities for helping disabled students to access the school are described fully in the school's Accessibility Plan, available on our policy page.

<https://www.utcleeds.co.uk/parents/policies/>

If a student has long term health care needs or takes prescription medication at school we require an Individual Healthcare Plan completed by parents/carers with SENCO guidance as needed.

Please refer to Medial Policy on the website

<https://www.utcleeds.co.uk/parents/policies/>

4. Who can I talk to about SEN?

SENCO - Sarah Ellis 0113 3530140

The SENCO is responsible for:

- Co-ordinating the support for students with SEN and developing the school's SEN Policy.
- Ensuring that parents/carers are involved and informed in supporting and planning students' learning,
- Liaising with all the other people who may come into school to help support students' learning e.g. Educational Psychologist, therapeutic support
- Updating the school's SEN Register (a system for ensuring all the SEN needs of students in this school are known) and making sure there are clear records of the students' needs and progress;
- Providing guidance and training for teachers and support staff in school, so that they can help all students achieve the best possible progress.

Profile Team Leaders, Subject Teachers and Heads of Departments

They are responsible for:

- Checking the progress of students and identifying, planning and delivering any additional help students may need (this could be things like intervention groups, additional support, adjustments to resources) and liaising with the SENCO;
- Using information from Student Support Assessments, Education, Health and Care Plans and Individual Health Care Plans when planning lessons;
- Ensuring that all staff working with students are supported to deliver the curriculum so that students can achieve the best possible outcomes. This may involve the use of TAs, additional adults, outside specialist help and individual planned work and resources;
- Ensuring that the school's SEN Policy is followed in classrooms and for all students with SEN.

Pastoral Team

The pastoral team provides information, advice and guidance to vulnerable students in school.

- They work in close partnership with teachers, parents/carers and external agencies.
- They identify concerns and issues at the earliest stages to remove barriers to learning for students and resolve issues e.g attendance, finance, peer difficulties.
- They also provide 1:1 emotional/social support sessions to identified SEN students.

The Principal and Senior Leadership Team

They are responsible for:

- The day to day management of all aspects of the school, which includes the support for students with SEN;
- Delegating responsibility to the SENCO and subject teachers, whilst still remaining responsible for ensuring that student needs are met;
- Ensuring that the Governing Body is kept up to date about any issues in school relating to SEN.

The SEN Governor is Roz Wyatt-Millington.

They are responsible for:

- Making sure that the school is providing the necessary support for any student with SEN who attends the school.

5. What SEN training do staff receive?

Our training of and support for staff, including all non-teaching staff, with regard to supporting SEN students includes:

- SEN Best Practice
- Dyslexia Awareness and differentiation - Guidance on how to differentiate for students with SEN according to their need and keep this under review as part of our "Graduated Approach".
- 'Working Effectively with your TA' training on collaboration between class teacher and TA
- Specific Learning Difficulties /Exams Access Arrangements: Additional time, laptops, coloured paper, separate room
- ADHD : Raising self esteem
- Neurodiversity
- Resource area on Sharepoint for Special Educational Needs to help all of our staff understand a range of SEN difficulties and how they can help students.
- Drop in session with SENCo, where colleagues can consult the SENCo on any issues relating to SEN
- Regular feedback from SEN learning walks
- Regular weekly updates in weekly staff briefing sessions on individual students
- Educational Psychologist feedback and strategies for identified students
- Deaf awareness strategies from DAHIT
- STARs Autism Awareness training

6. How do we identify students with SEN?

There are four areas of need defined by the SEN Code of Practice:

- Cognition and learning;
- Social, emotional and mental health;
- Communication and interaction (Including ASC);
- Physical and/or sensory.

Some of our students with SEN will have had their needs identified in their previous schools. We need to ensure that we support them as effectively as possible when they transfer to UTC. We therefore ensure that we have robust and monitored transitional support procedures in place so that we are aware of students' needs as early as possible. As part transition, a student support assessment is completed with student, parent/carer and previous school. Student needs are assessed and successful strategies for meeting needs are planned. Once agreed with students and parents, this document is shared with teaching and support staff.

We always ensure that any identification of SEN involves the student, their parents/carers and their teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning using a range of assessment tools/services such as:

- All students complete GL Baseline assessments in English, Maths, Reading tests and a Dyslexia screener as part of induction.
- Students who may be eligible for Exams Access Arrangements are assessed by the SENCO.
- Students may also be referred to the school allocated Educational Psychologist.
- Students may be referred to support from SENIT, Leeds Local Authority.

At UTC we are committed to ensuring that all students have access to learning opportunities and we will intervene with those who are at risk of not learning to age-expected and age-appropriate levels.

The SEN Code of Practice advocates a 'graduated response' (See diagram below) to meeting a student's needs. Where a student is identified as having additional needs the SENCO should be contacted initially. The SENCO and teachers will review the approaches, ensuring students and parents/carers are fully involved at each and every stage.

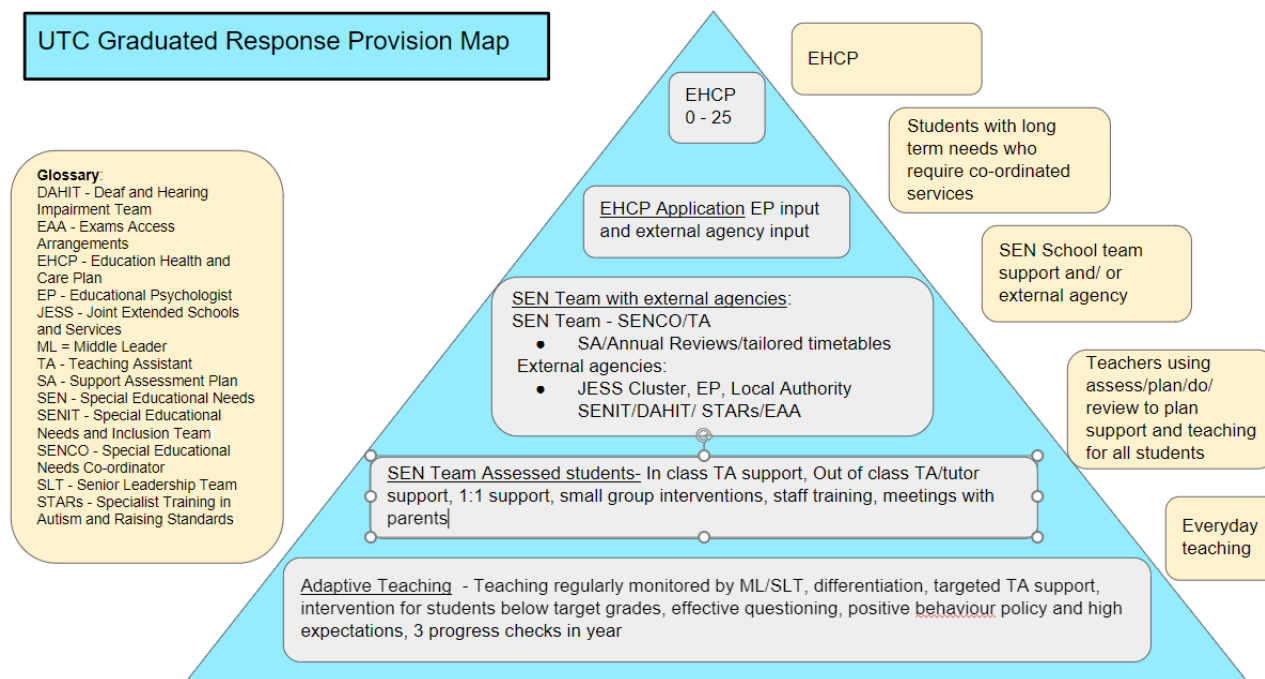
We value high-quality teaching for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Middle Leaders and Senior Leaders, learning walks and continuous professional development training for all staff. We regularly monitor the progress of all students, and staff continually assess progress to ensure that learning is taking place.

High quality teaching, differentiated for individuals, is the first step in responding to students who have or may have SEN. If adequate progress has not been made once these interventions have been put in place, additional support may be provided. This may be through differentiated smaller class sizes and optional groups.

SENCO will write a student support plan - this is a non statutory document outlining needs and support for an individual. E.g adaptive teaching strategies in the classroom. Advice from external professionals may be obtained.

Where concerns remain or progress is not being made, despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP). The EHCP sets out the student's strengths and needs and details the provision for the student in the areas of education, health and social care.

UTC Graduated Response Provision Map



7. How does UTC support students with SEN?

Every teacher is an inclusive teacher, required to adapt the curriculum to ensure access to learning for every student in their class.

Teachers use various strategies to differentiate the curriculum. These might include:

- The use of laptops
- A variation in the degree of support for an individual learner
- Minimising copying and providing copies of powerpoints/hand outs/class notes
- Targeted use of additional adults e.g TA/Intervention tutor
- Writing frames and scaffolding
- Breaking tasks into smaller activities (“chunking”)
- Peer support and peer group work
- Alternative resources e.g coloured paper/overlay or enlarged text
- Extension activities to challenge the more able learner
- Every subject has a Teams Classroom - an on line area where teaching and revision resources are uploaded for students to access
- Yr 10 and 11 reading intervention groups for weak readers
- Handwriting intervention group

Other strategies include:

- Guidance for classroom strategies
- Online SEN resources area for staff to access
- Identifying the need for support within the class/TA support
- Involving outside agencies where appropriate;
- Ensuring ongoing assessment and feedback e.g round robin feedback/student reports
- Involving the student in planning, agreeing and reviewing targets to meet their needs;

Where necessary, school can access outside specialist expertise such as:

- Educational Psychologist
- JESS Cluster (CAMHs, BARCA Therapeutic support, Family Support, Bereavement Support)
- Charities which support students with emotional health issues: e.g Mindmate/Kooth
- Specialist Autism Support - STARs
- SENIT team
- DAHIT team
- VIT team
- Medical Needs Teaching Service

These are all in addition to school provision to support and improve the emotional and social development of children and young people, which includes:

- 1:1 mentoring/emotional support (weekly or fortnightly or more frequently as appropriate) to listen to the views of our students as well as offer guidance and support with issues such as peer relationships and family issues
- Student council to promote and enable student voice
- Open access to our Pastoral Team who are non teaching staff so available throughout the school day.
- 'Time out' cards so identified students can access Pastoral and SEN support
- Discussion and action-planning, around issues which affect our students' social and emotional health and well-being, at weekly pastoral/safeguarding meeting

Please see Provision map for support available at UTC:

Wave of Provision → Broad area of need ↓	For all students – universal provision	Plus for some students - targeted provision Adaptive Teaching	Plus for a few - specialist provision
Communication and Interaction (COMI)	<ul style="list-style-type: none"> ● Support Assessments/strategies ● Increased visual aids ● Modelling ● Structured school day and class routines ● Professional Language/Oracy in school ● Society activities e.g Engineering and employer projects ● Whole school training from STARs on Autism awareness ● Supervised chess sessions during social time. ● Opportunities to engage with a range of employers through mock interviews and careers events ● Small class sizes 	<ul style="list-style-type: none"> ● Support Assessments/strategies ● Tailored/reduced timetables ● Differentiated curriculum planning, activities, delivery and outcome ● Smaller groups in lower ability classes ● TA Prompting/ assistance with communication ● Pastoral support ● Technology e.g dictaphone ● Adaptations to spoken language assessment/presentations 	<ul style="list-style-type: none"> ● Support Assessments/strategies ● Weekly 1:1 support sessions ● Tier 2 Training from STARs team e.g. for support with exams/anxiety ● Educational Psychologist assessment for individuals ● Speech & Language Therapy strategies
Cognition and Learning (COGL)	<ul style="list-style-type: none"> ● Support Assessments/strategies ● Links with industry partnerships/projects/visits ● Educational assemblies/Values sessions ● Laptop access ● Intervention sessions ● Whole school oracy and reading project ● Society Activities e.g Engineering and employer projects ● Whole school dyslexia awareness/differentiation training ● Theatre trips ● Small class sizes ● Specialist STEM curriculum 	<ul style="list-style-type: none"> ● Support Assessments/strategies ● In-class group TA support ● Intervention sessions ● Optional English and Engineering group ● Coloured paper/ overlays ● Tailored/reduced timetables ● Reading intervention sessions ● Numeracy Intervention sessions ● EAA assessments completed in school. 	<ul style="list-style-type: none"> ● Support Assessments/strategies ● Exam access arrangements such as extra time or having a lap top ● Educational Psychologist assessment for individuals ● SENIT team support ● Entry Level qualifications In Year 10 as underpinning GCSE skills e.g Step Up Gold AQA

Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Support Assessments/strategies • Whole school positive behaviour policy • Pastoral team support • Profile Team Values sessions • Small class sizes 	<ul style="list-style-type: none"> • Support Assessments/strategies • Pastoral meetings/1:1 support session • Report cards • Weekly/ daily check-ins • Time-out pass • Quieter spaces offered for lunch and break times • Transition support - additional visits • Parent meeting 	<ul style="list-style-type: none"> • Support Assessments/strategies • Educational Psychologist assessment for individuals • Regular Parent meetings/communication • JESS Cluster for signposting to outside agencies e.g. CAMHs/family support • 1:1 tailored emotional support sessions e.g. Zones of Regulation • JESS Cluster for signposting to outside agencies e.g. therapeutic support/family support
Sensory and Physical (SP)	<ul style="list-style-type: none"> • Support Assessments/strategies • School nurse 0 - 19 service to inform medical IHCPs • Seating plan arrangements • Laptop use • Staff aware of implications of physical impairment e.g. whole school Diabetes training • Specialist training for staff as needed e.g. DAHIT/SENIT team training • UTC layout - open areas and wide corridors • Staggered lunch and break times • Small class sizes 	<ul style="list-style-type: none"> • Support Assessments/strategies • Larger-font resources • Adjustments e.g. coloured overlay/paper • PEEPs (Personal Emergency Evacuation Plans) • Risk assessments for practical work/visits 	<ul style="list-style-type: none"> • Support Assessments/strategies • Advice from the local authority sensory and physical team for individual students • Exam access arrangements • Test paper modification • TA notetaker e.g. Deaf/Hearing • Individual TA support for practical sessions in Science and Engineering • Flexible teaching arrangements- e.g. time out pass • Tailored and reduced timetables • Referrals to MNTS • Adaptations to uniform policy supported by medical evidence

8. Teaching Assistants (TA)/Intervention Tutor

TAs or Intervention tutor supports students in subject classrooms and the SEN 1:1 rooms, working with teachers to provide personalised learning programmes for students with special educational or additional needs. Our support staff develop knowledge of how our students learn best and are better placed to work collaboratively with teachers to deliver lessons designed to minimise individual barriers to learning.

9. How is student Progress Monitored?

Monitoring the progress of students is an integral part of teaching and leadership at UTC.

Parents/carers, students and staff are involved in reviewing the impact and outcomes of SEN provision on a regular basis. We follow the 'assess, plan, do, review' model of SEN

Students, their parents/carers and their teaching and support staff will be directly involved in reviewing progress:

- Progress Check data is e mailed home 3 times a year
- Face-to-face meetings (such as parent-teacher consultation events or 1:1 meetings with the SENCO)
- Telephone calls to review support assessment and strategies.
- Student end of year review questionnaires for exam access arrangements
- If a student has an EHCP, the same regular review conversations take place but the Plan will also be formally reviewed at least annually.
- We always welcome the views of the students of UTC students. This can be through the Student Council as part of student voice, through profile team time, lesson time or learner voice as part of lesson observations.

10. What extra-curricular activities are available?

At UTC :

- We believe that all students should participate in learning
- We celebrate an inclusive culture in our school and aim always to be as responsive as possible to the diverse backgrounds of our students, their interests, experience, knowledge and skills.
- In this context, we encourage and support students with SEN to take part in whole-school activities during the school day or extra curricular activities:

Examples of these are:

- Societies - Engineering and Employer events/ projects
- School trips e.g theatre visits, Geography field trips
- Engineering/Employer visits
- University of Leeds workshops and visits
- Study areas as a quieter social space

All students have equal opportunity to access societies and extra-curricular activities at UTC. We are committed to making reasonable adjustments to ensure participation for all. We will always involve parents in how we support their child in such activities in the context of the Code of Practice.

11. Transition

Transition is a part of life for all students. This can include:

- Moving to UTC into Year 10 or 12 from another school
- Moving classes or groups within school
- Having a new teacher
- Moving from UTC to another high school or post 16 study
- Moving from school to work, college or university

UTC is committed to working with students, their parents and families, and other settings/providers to ensure that positive transitions occur.

For those students with SEN applying to UTC, the SENCO will meet with student and parents as part of the application process to complete a support assessment, identify need and create a support package. The SENCO will contact previous school to request SEN information. The SENCO can also arrange transition events such as additional visits to UTC and support at whole school taster days.

The SENCO and pastoral team work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEN and/or disability.

12. Raising Concerns

How can I communicate with school if I have concerns about my child's progress?

- Initially, you should speak to your child's profile team leader or subject teacher
- If you are not happy that the concerns are being dealt with, or your child is still not making progress you should speak to the SENCO, Sarah Ellis.

- If you are still not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SLT lead for SEN, Tim Smeaton, who will liaise with the head teacher, Hannah Wilson, if necessary;
- If your concerns persist, you should speak to the SEN governor.

How will the school communicate with me if there are concerns?

- An individual teacher may contact you if there are concerns in a specific subject area;
- If you or a teacher have raised concerns about your child's progress and targeted teaching has not met their needs, the teacher will raise this with the SENCO, who will contact you;
- Annual parents' evening provide an opportunity for your child's teachers to discuss any concerns with you.
- You will receive a Progress Check review twice a year

How will the school communicate with a student about their SEN?

- The SENCO will meet identified students to complete a support assessment.
- Students are welcome to attend parents' evenings and discuss their progress with their teachers;
- Students are routinely invited to annual SEN reviews where they are given the opportunity to talk about what is going well and what is not going well, support in school and their future plans and aspirations;
- The student council represents the students' views to the school. Each profile team has a representative on the student council.

Complaints Procedure

Please refer to the *Complaints Policy and Procedure* on the UTC website.

<https://www.utcleeds.co.uk/parents/policies/>

In line with the school's Policy for Complaints in the first instance, concerned parents should discuss their complaints with the Profile Team Leader, Head of Department, Head of Year or SENCO. Should the concern continue, it should be further discussed with the SLT with responsibility for SEN. In the event of the concern not being resolved at this point, parents/carers should contact the Headteacher prior to a concern being forwarded to the Chair of Governors.

SENCO: Sarah Ellis

SLT (Senior Leadership Team) SEN Link: Tim Smeaton

Headteacher: Hannah Wilson

Governors with responsibility for SEN: Roz Wyatt-Millington

13. Communication is Key

We welcome your feedback in the development of our SEN Policy and the SEN Information Report. Please contact us:

The school contact number is: 0113 353 0140

14. Useful links to Local Offer Pages

Leeds Local Offer for SEN

<https://leedslocaloffer.org.uk/#!/directory>

Bradford Local Offer for SEN

<https://localoffer.bradford.gov.uk/>

Kirklees Local Offer for SEN

<https://www.kirkleeslocaloffer.org.uk/>

Wakefield Local Offer for SEN

<http://wakefield.mylocaloffer.org/Home>

Calderdale Local Offer for SEN

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

East Riding Local Offer for SEN

<https://eastridinglocaloffer.org.uk/>