

Establishment Name:	SGS Berkeley Green UTC
Report Compiled By:	Gareth Lister
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Acronyms

SENCO – Special educational needs coordinator.

LSA – Learning support assistant

EHCP – Educational health care plan

UTC – University Technical College

SEND – Special educational needs and disabilities

1. Educational Needs Provided for by the School

The UTC defines Special Educational Needs as any student who has any barrier that hinders their access to a standard differentiated curriculum. This includes those who have a significantly greater difficulty in learning and significantly slower progress than their peers, or have a disability that prevents or hinders them from making use of our educational facilities.

2. The assessment and identification of pupils with SEN

We identify and support learners with additional needs such as:

- Cognition and learning needs
- Communication and interaction needs
- Emotional, behaviour and social needs
- Sensory and physical needs
- Young Carers with additional responsibilities at home

This is done on an individual basis with support given appropriate to the need.

We use notifications from individual's previous school; parental notification / contact; partner agencies or whilst here at the UTC via teaching staff or self-referral.

3. Information on meeting the needs of pupils

a. Self-Evaluation of Effectiveness

Teachers formally assess and review progress and attainment which is communicated to parents/carers by a report that is sent home. Additionally, there is at least one year-specific parents evening held each academic year, when there is an opportunity to discuss progress, attainment and next steps. Between these, parents are able to contact their tutors and meet with them, the SENCO and/or pastoral leads as is appropriate. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have regular reviews with a designated LSA.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation.

b. Assessing and Reviewing Progress

The progress made by all students is regularly monitored and reviewed by teachers. Initially, concerns registered by teachers, parents / guardians or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

When a student is found not to make progress, despite high quality teaching, the SENCO, teacher and parent should assess whether the child has SEN whilst gathering evidence.

c. Approach to Teaching Pupils with SEN

Our teachers have high expectations of all students, including those with SEND. All teachers will be provided with information about your child's individual needs and teaching strategies that can be used to adapt their lessons to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Our staff have experience and/or are trained in these techniques, as well as receiving the ongoing support of senior colleagues and the leadership team.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you.

We will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications (JCQ) exam regulations.

d. Adaptations to improve access for SEN

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include additional literacy sessions; subject nurture groups; intervention groups and a different number of qualifications studied.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a

e. Additional Support

We offer achievement for all

- An inclusive approach – based on every child being an individual.
- Small group study.
- Specific targeted intervention work both 1:1 and small group.
- Transition support from Year 9 and to post 16/18. Where a student with additional needs requires further support to integrate this can be accommodated with a personalised transition programme.

- Break and lunch pastoral support.

f. Available Additional Activities

All students at the UTC take part in our enrichment programme. This gives them the opportunity to explore and develop different skill sets than the ones developed in the classroom.

Students also take part in our employability programme that includes tool box talks, practice interviews and employer led projects.

g. Supporting Students with Emotional or Social needs

At the UTC we take our pastoral responsibilities seriously. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students as they work together on whole-school projects.

There are additional members of staff who are able to provide pastoral support, these include: Values in Practice team; Assistant Head Teachers, Deputy Head Teacher, and Support Staff. We are also developing relationships with a number of external agencies for example TIC and CAMHS.

4. Name and contact details of the SEN Co-ordinator (SENCO)

SENCO: Penny Rolfe

Email: penny.rolfe@berkeleygreenutc.org.uk

Telephone: 0800 470 1516

5. The expertise and training of staff in regards to student SEN

All staff undergo mandatory training in safeguarding, equality and diversity, data protection and relevant health and safety training.

As appropriate to the needs of the individual learner, staff will receive training for learners with medical needs.

Specialists will be brought in to support learners with individual needs.

Staff working within the UTC have a range of qualifications and experience appropriate to their role and the needs of the learners. As part of the SGS group, additional expertise can be made available from within the organisation.

6. Equipment and Facilities available for SEN Provision

As a new building we have state of the art equipment designed to support all students. These include specialist changing areas and accessible computer equipment. Please discuss any additional equipment needs with our SENCO.

7. Arrangements for Consulting with Parents and Guardians

We prioritise collaboration and communication through a partnership approach:

- Working with parents/carers to support their child.
- Supporting teaching staff in enabling all learners to access the curriculum.
- Depending on the nature of the learner's need, liaise with support agencies including:
 - Children & Young People's Service
 - Educational Psychology Service
 - Advisory teacher service
 - Learning Support Team
 - Behaviour Support Team
 - Speech and Language Therapy
 - CCD/Autism Team
 - Teachers for the Visually/Hearing Impaired
 - Physical Difficulties Support Team
 - Physiotherapy
 - Occupational Therapy
 - Educational Welfare Officer
 - Social care
 - Community Paediatrician
 - Child and Adult Mental Health Service
 - Police service

8. Arrangements for Consulting with Children

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of learning objectives.

We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

9. Complaints Procedure regarding SEN Provision at the School

Concerns and Complaints are dealt with in line with the UTC Complaints Procedure. Any initial concerns should initially be raised with the tutor of the pupil or, should this not resolve the concern, with the SENCO.

Further information on how to express a concern or raise a complaint by phone or in writing can be found in the UTC Complaints Procedure.

10. Relationships with External Bodies

The local authorities are listed in section 13.

11. Contact details of support services

Designated Safeguarding Lead: Gareth Lister
Email: gareth.lister@berkeleygreenutc.org.uk
Phone: 08004701516

Young Carers: Nicola Cretney
Email: nicola.cretney@berkeleygreenutc.org.uk

Head of Values in Practice: Graham Withers
Email: graham.withers@berkeleygreenutc.org.uk

12. Transferring between Schools

Information regarding procedures and timescales for students wishing to join the UTC can be found in the admissions policy. If a student has specific needs they wish to discuss then the SENCO will be available by appointment to discuss these.

13. The Local Authority's local offer

At the UTC, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with three different local authorities, each of which service a different area and provide different services, known as the local offer.

In order to find out which other services are available to support your child or family, you should contact the district council for your place of residence.

Links to the local offers for the local authorities we deal with are linked below.

Bristol

<https://www.bristol.gov.uk/web/bristol-local-offer>

Gloucestershire

<https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/>

South Gloucestershire

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>