



SGS Berkeley Green UTC SEND Information Report September 2018

Special Educational Needs: **our philosophy**

Every teacher at SGS Berkeley Green UTC is committed to supporting students with special educational needs (SEND) and is able to meet the needs of students with physical, learning and/or social difficulties. We also have a team of dedicated support staff who work closely with teachers in order to help students to fully access the curriculum while enabling them to remain as independent as possible. For those students who require additional support to help them make progress we offer personalised, tailored programmes of intervention.

Students with SEND are identified in a number of ways: through parental concern, by feeder secondary schools, through diagnostic testing* and through academic reviews. The SENCo reviews the progress of each SEND student following each reporting cycle and these take place five times per year; data is live on Arbor and

is accessible to parents but we also send a report out once per academic year. If necessary, the support of specialists outside of school such as Educational Psychologists and the Advisory Teacher Service help us to investigate a student's individual needs and pursue a course of action to improve their quality of learning.

SGS Berkeley Green UTC is fully accessible to students with a physical disability. We welcome these students, whose inclusion enhance the experience of all, and help to change qualities of tolerance and understanding and recognition of the value and the uniqueness of every individual.

**Diagnostic testing allows us to compare how students are performing against peers of the same age nationally.*

The Special Educational Needs Coordinator is Mrs Emma Vowels.

If you would like to **contact the SENCo** you can reach her by:
Telephone: 0800 470 1516
Email: senco@berkeleygreenutc.org.uk



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Special Educational Needs: **provision for students**

SGS Berkeley Green UTC is a 14-18 university technical college specialising in Engineering and Cyber Security. We deliver excellent technical skills and have meaningful and established links with employers and academic partners. We are dedicated to providing a quality, caring education for every young person irrespective of ability or social status. We are situated in a large building located at the Gloucestershire Science and Technology Park. We are accessible to wheelchair users and we have a lift that offers access to the first and second floors. We also have two access toilets on every floor.

We currently have a team of 2 Learning Support Assistants (LSAs) who support students with Education, Health & Care Plans (EHCPs). They support students in class and have access to a programme of continuing professional development. LSAs are deployed across subject areas. While LSAs are attached to students with EHCPs they are there to support the quality first teaching of the class teacher so that all students benefit.

When students with SEND apply for a place at SGS Berkeley Green UTC they are offered a pre-transition meeting with the SENCo. During this meeting information is gathered regarding the young persons' needs, their strengths and areas of difficulty and successful strategies to be used in the classroom. A draft Student Profile is then written and shared with the family.

A bespoke, extended transition programme is offered if appropriate and this is designed to meet the individual's needs and will therefore vary from student to student.

Once the young person has enrolled in September a post-transition meeting will be arranged by the SENCo.



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Members of the **Learning Support department** have training in the following areas:

- Safeguarding – ongoing training and updates
- Behaviour management – dealing with low level disruption and using assertive discipline
- Mental health
- Literacy across the curriculum
- Supporting young people with ASD
- Supporting students with hearing loss
- Tackling dyslexia in the classroom
- First Aid
- Assisting students with visual impairments
- Chemical handling within schools

Identifying SEND:

We ensure that we have comprehensive details about our students and their specific needs. We do this by liaising closely with parents and our feeder secondary schools during which time documented, bespoke strategies are created and recorded.

New students are assessed in September in order to give us baseline data. We use this data to identify potential SEND needs and to identify students who may benefit from additional support and/or Access Arrangements. The online assessment tests the following areas:

- Word recognition
- Spelling
- Reading comprehension
- Typing & handwriting speed



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Working with a range of external agencies:

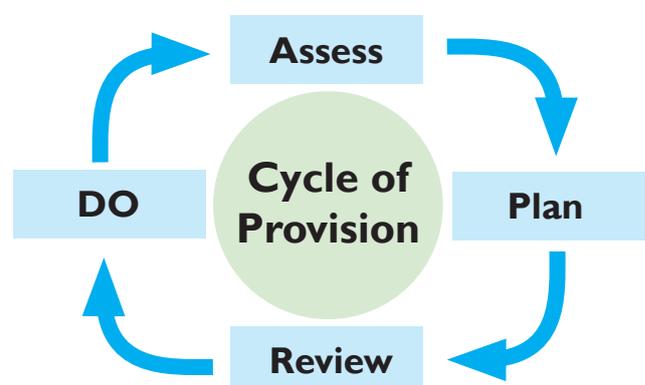
The provision we offer is supported by a variety of outside agencies. We work together closely and regularly liaise regarding the support in place for our students. The outside agencies include:

- The Advisory Teacher Service for the hearing impaired, vision impaired and those students with cognition and learning difficulties, communication and interaction difficulties and physical difficulties.
- The Educational Psychology Service and the Speech & Language Team.
- Occupational Therapy and Physiotherapy.
- Children & Young Peoples' Services (CYPS).
- The school counsellor.
- The Youth Support Team.
- The Education Inclusion Service
- Early Help

Assessing & reviewing the progress of our students:

We review the progress of our students regularly. When students are making academic progress we remove them from the SEND list. If students require support to catch up with their peers or because they have an identified special educational need we follow the Assess, Plan, Do, Review cycle as outlined in the Code of Practice (2015). It is important to note that if a student is not progressing at the same rate as their peers it does not necessarily indicate a special educational need.

Parents / carers are informed of any intervention, outcomes and next steps. This takes place at the 'assess' and 'review' stages of the cycle.



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Communication:

Students with SEND have individual student profiles which outline their key data, strengths, difficulties and successful support strategies. These are discussed with students and are updated at least once a year.

Progress reports are available every half term. They show current levels, predicted levels and attitude to learning scores. Parents can meet their child's teachers at parents' evening.

Team Leaders are the main points of contact but the SENCo can also be contacted via telephone or email.

Students on the SEND list will have at least three reviews throughout the academic year. The aim is to ensure the student is supported and to encourage them to find their own solutions to any difficulties they may be having in order to promote greater independence. We also focus on preparing for adulthood and next steps.

We support students with exploring Post-16 options and we will hold Moving-on reviews in order to discuss next steps.

Additional information:

<https://www.berkeleygreenutc.org.uk> for the SEND provision map, the SEND policy, the Equality policy and the school prospectus.

www.gloucestershire.gov.uk/schoolsnet/article/112634/Home for Gloucestershire's Schoolsnet

www.glospps.org.uk for Parent Partnership.

www.glosparentcarerscouncil.co.uk for Gloucestershire Parent Carers

<https://www.glosfamiliesdirectory.org.uk> for Gloucestershire's local offer.

www.sendiassglos.org.uk for Special Educational Needs and Disability Information, Advice and Support Service

